

THE ADEQUACY OF CIVIC CONTENTS IN THE BASIC EDUCATION SOCIAL STUDIES CURRICULA FOR EFFECTIVE CITIZENSHIP TRAINING OF NIGERIAN YOUTHS

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ABSTRACT

This study sought to determine the adequacy of civic contents in the 9 year basic education social studies curricula especially with respect to goals and teachers' awareness. A sample of 200 social studies teachers understanding in-service training were selected through stratified random sampling technique. Two major instruments namely a 12-item questionnaire titled "social studies goals and teachers' awareness of civic content questionnaire" (SSATACCQ) and 9-year basic education social studies curricula published by NERDC (through content analysis) were used for data collection. The questionnaire was validated by experts and the relevant reliability co-efficient was established. Data collected were analysed using percentages and qualitative content description/analysis respectively. The findings among other things showed that majority of the teachers (90%, 80%, 75% and 70% based on corresponding cluster items seem to be aware of the need to use social studies to teach civic contents. Similarly, majority of teachers (100%, 90%, 80% and 70%) respectively agreed that the goals of basic education social studies curricula are very relevant to civic training of Nigerian youths. However, not with standing the above position, it was also shown that current basic education social studies curricula did not adequately reflect sufficient civic contents. These findings were discussed with far reaching implications and recommendation on how to improve the teaching of civic contents through basic social studies curricula. Conclusively, it was recognized that although basic education social studies curricula lack substantial civic contents, it can still be used to promote civic or citizenship training of Nigerian youths.

KEYWORDS: Civic, Basic Education, Social Studies, Citizenship Training