

# FIELDTRIP AND EFFECTIVE SOCIAL STUDIES TEACHING-LEARNING DELIVERY FOR SUSTAINABLE DEVELOPMENT IN NIGERIA

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## **Abstract**

*The import of education to sustainable development has been canvassed owing to the fact that education unlocks the wealth of a nation and promotes development. However, the possibility of education to achieve the said feat is a function of the stakeholders in education especially, the teacher. Hence, teachers need be abreast of developments in teaching learning delivery to engender promotion of sustainable development. This study determined the proclivity of field trip in promoting objectives and effective teaching learning delivery in Social Studies for sustainable development. For the study 229 male and female 200 level Social Studies students of Emmanuel Alayande College of Education, Oyo, Oyo State for 2015/2016 academic session were selected through total enumeration sampling technique. Data collected from the focused group discussion sessions and listening survey were analysed through coded description, verbatim reporting and categorization of ideas coupled with tables, frequency counts and simple percentage. Findings indicated relationship between field trip, Social Studies teaching learning delivery and educational objectives in promoting sustainable development in Nigeria. Hence, stakeholders in the use of field trip are encouraged to put in efforts to make the method a success while teachers are to equip themselves to keep abreast of global practices capable of improving education for sustainable development.*

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## **Introduction**

Considering the state of Nigeria, the acclaimed Giant of Africa in its present state economically, politically, socially and virtually in all ramifications, there could be no other auspicious step to take than to have a re-think on the state of the nation. As such, as Nigeria celebrates its 57<sup>th</sup> independence anniversary, it behoves on well-meaning citizens especially, educators to evolve a way of revamping and repositioning the nation's development with a view to promoting sustainable development. This in no small measure will accentuate the nation's dream and agenda of being ranked among the top20 economies of the world

denoted vision 20:2020. Events in the nation's economic, social, political, security and other spheres is nothing to write home about as the nation draw near the maturation date for her auspicious vision. But as a vision is usually given for a time with those seeing it running with it in biblical parlance, so is the need for all hands to be on deck for actualization of the nation's vision and by so doing, position the nation in the pedestrian of development notable among the developed nations of the world. To do this effectively, the place of education sector which is the goose noted for laying golden eggs cannot be over-emphasized.

Little wonder, the declaration of the

National Policy on Education (2009) that education is the instrument par excellence for driving the nations' development. It is in the light of the foregoing that the theme of this year's national conference – emerging discourse in education for sustainable development in Nigeria is but a round peg in a round hole. Reasons for this cannot be far-fetched, sustainable development is a function of resources, human and materials alike. The needed coordinating agility is a function of available and qualified human resources which invariably, is a function of a functioning education, corollary of which is available functioning educators. The path to securing the needed man-power in this wise is a product of productive academic discourse exemplified in such activities as this study.

Since it has been unequivocally relayed time without number that no education is capable of rising above its teacher, the onus therefore lies in updating and equipping teachers with best practices capable of generating productive output that will pay back to the nation's developmental efforts and sustain such tempo, hence, sustainable development. It is in the light of the foregoing that this study examined emerging best practices in Social Studies teaching and learning delivery through fieldtrip. Thus, efforts is made to bring to limelight the concept of sustainable development, the interplay of education and sustainable development, Social Studies teaching learning delivery and attainment of educational objectives for sustainable development, field trip and promotion of effective teaching and learning in Social Studies among others.

### **Statement of the Problem**

As the nation attains its 57<sup>th</sup> independence anniversary and in the spate of the on-going recession starring the nation in the face, nothing seems to be working. Virtually all aspects of the nation's economy seems grounded. Blame-shifting thus, has become the order of the day among the elites and the common, among the rulers and the ruled. Thus, in the nation, things seem to have fallen apart with the centre not able to hold anything. Unemployment, security threats, scamming of all sorts, illicit dealings, corruption in high and low places, social vices, insurgency, ethnic clashes, herdsmen imbroglio, salary impasse and to mention few keep on fuelling the nation's misfortune. Thus, the development of the nation and its sustainable development is being threatened on daily basis. Since the potency of education as light, power, voice and knowledge among others cannot be eroded; situation notwithstanding, renewed efforts for sustainable development must be vigorously pursued. This can be done through education and all the utterances it offers. Doing this therefore calls for educators being clad with best practices in the discharge of the onerous tasks of setting the nation in the pedestrian of sustainable development.

### **Objectives of the Study**

This study is out among others, to determine the proclivity of fieldtrip in promoting effective teaching and learning delivery in Social Studies. It further determines how effective teaching and learning of Social Studies could promote sustainable development in Nigeria.

### **Research Questions**

The following research questions have been generated to guide the study:

- i. What are the potentials of fieldtrip in promoting objectives and effective teaching-learning delivery in Social Studies?
- ii. Of what contributions is fieldtrip to effective teaching learning delivery of Social Studies for sustainable development?

### **Significance of the Study**

This study is significant for the fact that achieving the laudable objectives of education and national goals at large cannot be obtained in a vacuum, its success depends solely on the effectiveness of the school subjects generally. One of such anchor school subject is Social Studies. As such, attaining effective teaching learning delivery in Social Studies will go a long way in the attainment of the nation's objectives. In like manner, the study provides avenue for the use of current best practices in education by engaging learners actively in the teaching learning process. Similarly, when educational curricular contents which are the reflection of the societal needs are taught effectively, the end result will be the realization of sustainable development in the nation. More so, the study is significant in the sense that it avails teachers especially pre-service teachers avalanche of opportunity to explore the environment to widen their horizon generally.

### **Scope of the Study**

The study covers all 200 level pre-service Social Studies teachers from the Schools of Arts and Social Sciences and Languages of Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria where students are offering FieldTrip as a course in line with the National Commission for Colleges of Education (NCCE) minimum requirements. The study covers the 2015/2016 cohort of the said students.

### **Concept Clarifications**

To say that Nigeria in the present time ever than before needs to re-strategise its sustainable development efforts is like repeating the obvious. This is with no thanks to the state of the nation. For instance, recounting the state of the nation as at 2014, Okunade (2014) stated that Nigeria is increasingly demonstrating less capacities for meeting its fiduciary responsibilities in terms of welfare and security of citizens. Buttressing further, Odunuga (2014) averred that the rot in the nation is deeper than those displayed in the national dailies replete of the rot, terrible, highly disturbing, mind bugling, frightening and disheartening news on woes, afflictions, insecurity and uncertainties in Nigeria. The change slogan of the present administration and change-driven agenda aimed at development and sustainable development is encapsulated in their 7-point pre-election campaign.

If wishes are horses, the nation's development by now should be at par with the developed economies of the world. For instance, job-creation, vocational training and work-readiness for corps-members, universal basic health care; meal provision for primary school students, Cash transfer of N5000 to 25million poorest and most vulnerable citizens; creation, transmission and distribution of electricity on 24/7 basis and national infrastructural development programme were targeted to drive development in the nation. However, rather than such experiences in the nation reverse has being the case manifesting in economic recession in the country culminating in skyrocketing inflation and escalation of prices of commodities and high cost of living and poor standard of living. Many states find it difficult to pay workers' salaries. The implication of such for sustainable development is enormous.

Sustainable development entails development efforts geared towards affecting positively both the present and future. It entails making the present system work without necessarily affecting the next generation. It entails making whatever development efforts put in place in a nation endure, thus, sustainable development implies sustaining tempo of development attainable by a nation. If development which according to Odiba (2007) is about improving people's lives by providing people with skills and knowledge for the purpose of improving their lives to rise above poverty and foster in them self-pride and self-confidence, it is expedient to perpetrate such stance, hence, sustainable development. Thus, sustainable development entails development attained in the present without compromising the future, the more reason (Oladiti & Oyewale, 2010) it focuses on the '3ps' of people, prosperity and posterity.

From all indications, sustainable development entails improvement of the condition of the people and the nation at large. This cannot be done in vacuum, education which has been described as instrument par excellence for achieving national development cannot be over-emphasized. Since the axiom, no education can rise above its teacher hold truce, the level of education that could be concomitant to the demands of development and sustainable development is a product of input in terms of the teaching learning process, hence, the current emerging discourse.

Justifying the timely nature of the present discourse, Moronkola, Adegbile and Adio (2004) averred thus: the art of teaching and the position of teachers in Nigeria today call for evaluation and immediate review. This is because teaching is a very important

tool for all round development of every nation and teachers as the vehicle plays an important role in ensuring learners success. Similar view was that of Ajayi (2004) who infer that for any meaningful national development, appropriate attention towards the growth and development of education is imperative.

Without mincing words, education is the bedrock of development and sustainable development generally. Education thus constitutes the engine needed for driving the economy and development at large. For instance, Oladejo and Ige (2004) adduced that the invaluable roles and contributions of education in the development of an individual and the society cannot be over-emphasized. The more reason why Nigeria and other countries of the world conceives education as promotion instrument of national development and means of ensuring desirable social change. This is the more reason why Ajayi (2004) opines that for any meaningful national development, appropriate attention towards the growth and development of education is imperative. Quoting Ukeje, he went further to state that without good education, we cannot hope for long to meet successfully the challenges of a changing world. The foregoing is but education and sustainable development interplay.

Be that as it may, it is instructive at this juncture to state that the achievement of the earlier mention feats in national and sustainable development through education is a function of a number of school subjects. Such subjects have been designed for the purpose of achieving both educational and national objectives. These in turn brings about desired development. Reiterating this stance, Moronkola, Adegbile and Adio (2004) posit that the whole business of

teaching, schooling and learning is to make learners better-informed citizens equipped for societal transformation through different fields of study to make life better for man.

One of such school subjects is Social Studies whose indispensability especially in the promotion of effective citizenry pivotal to sustainable national development has earned it a place among the core subjects of the current Universal Basic Education in Nigeria. Describing the potency of the subject in the UBE, Oladiti (2015) affirms that the present status of Social Studies as a core subject in the current UBE programme is a function of the subjects peculiarities, especially, its methodological approach. Thus, the subject continued to enjoy relevancy in the comity of other school subjects. Little wonder the assertion of Akinyemi, Ngwako and Nleya (2005) that no other subject in the school curriculum lend itself to resource for creativity and ingenuity in the art of teaching than Social Studies resulting from its multifaceted characteristics and its environmental and cultural relevance. Thus, the subject stands as one of the school subjects capable of helping in solving problems in the society and assist in achieving the educational aspirations of the nation (Ajiboye, 2009).

The proclivity of Social Studies in the attainment of the national objectives has been canvassed. For instance, in terms of objectives, the subject was designed in such a way as to promote the attainment of the national objectives. This is evident when a juxtaposition of the national objectives vis-a-viz educational objectives and objectives of teaching Social Studies is done. Thus, it is one of the school subject capable of achieving national objectives, nation building and by extension, sustainable development through inculcation of national consciousness, national cohesion,

unity and progress, good citizens, right type of attitude, skills and values (Ajitoni, 2008; Oyetade, 2010; Oladiti, 2015).

It is instructive to state that basic to attainment of the foregoing feat by Social Studies is the issue of organisation and structure as well as methodology. Giving the flexibility of its curriculum organization, the subject is able to rise up to emerging challenges in the nation's education. Thus, the subject is able to incorporate best practices in its methodological paradigm. One of such practices is the shift from the aged-long teacher-centeredness to learner centeredness. For instance, FGN-UBE (2012) affirms that recent socio-political and economic changes in the world and within nations is affecting educational goals which calls for movement away from the behaviourist method of direct teaching of lecture method, note copying and dictations where learners are given contents to memorise and regurgitate to constructive instructional models where the learners are required to produce and use knowledge. This is expedient for national development and sustainable development.

One of such new orientation is the use of problem-solving and inquiry related approach in Social Studies. This, Ogundare (2010) indicated that what will make for learners effectiveness is a product of a teachers' skilfulness and resourcefulness in the identification of practice that identified new approaches of individualized instruction, problem-solving, learning by doing, inquiry teaching and discovery learning. Little wonder the foreword to the 27<sup>th</sup> National Annual Conference of SOSAN held in November 2011 at University of Nigeria, Nsukka that the core purpose of Social Studies education is to help students develop knowledge, skills and values for effective citizenship achievable through

teachers embracing innovative instructional and evaluative strategies capable of repositioning Social Studies education in line with global challenges. Among others, fieldtrip as an appendage of inquiry stands out as learner-centred approach to teaching learning delivery.

Fieldtrip entails shifting the place context of teaching learning from the four walls of the classroom to a neutral place already familiar with by learners. It involves taking learners outside the class which may involve a walk, stroll or travelling outside the school environment in to neighbouring or far communities. Hence, it is a learning activity that is carried out by a group of learners under the auspices of their teacher outside the classroom. This could be as short as one hour or long as two-weeks, it may involve a mere walk across the street from the classroom to public places or community resources (FGN-UBE, 2012).

Canvassing the utility-laden of field trip in effective teaching and learning, Adedigba, Oladiti and Raji (2007) described field trip as paying direct visits to places constituting primary sources where needed observation, collection and analysis of data could be obtained. Such visits they said are noted for providing practical real world laboratories for experiments in Social Studies that deals with fluids of reality. The more reason why Ogundare (2010) affirmed that almost any area of school, town, village, city or countryside has something to tell when insightfully explored. This is possible through visits to such places through field trip. Subscribing further, Akinola (2014) views field trip as organized visits to resource places that are of educative interest in Social Studies such as mining sites, markets, police station, communication network, shrine, museum, beach resort, waterfalls, mountains, game reserves and to mention few.

By implication, field trip as a teaching method constitute conducting visits to community-based resources through which learners can see, feel and ask questions. It entails visits to places of educative interest which may span through a day to two weeks or as the case may be, a product of the scope of the visit. Consequently, the method as a learner-centred and form of inquiry is loaded with a number of benefits capable of promoting effective teaching learning delivery. Among others, field trip promotes in learners, skills of observation, recording as well as analysis of data for effective learning. Through field trip, practical experiences capable of reinforcing classroom teaching and theory are provided. Similarly, learners come in contact with new learning experiences while spirit of group work and team spirit are offered through field trip. Exploration of the community and its achievement as well as imbued resources that could be harnessed for development is achievable through field trip while it also serves as leadership training ground for learners. The foregoing and many attributes of field trip are expedient for development at large.

Buttressing the foregoing, Oladiti (2015) adduced that implicit in field trip are a number of ideals that can promote cultural and national identity among learners for national unity with learners appreciating cultural, social, economic and commercial interdependence and promotion of unity of purpose. The implications of such inherent benefits in field trip and education generally in bringing about national development cannot be over-emphasized. More so that the success of educational objectives and activities generally is a function of the teachers' inputs in terms of methodology. No wonder the continuous emphasis of the National Policy on Education that teacher education will

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continue to be given a major emphasis in all educational planning because no education system can rise above the quality of its teachers. Such effort is the current discourse with its attendant implications for sustainable development in Nigeria.

**Methodology**

This study employed a quasi experimental research design, using qualitative approach in determining the extent to which field trip could promote effective teaching learning delivery in Social Studies for sustainable development in Nigeria. The study population consists of all 200 level pre-service Social Studies teachers from the Schools of Arts and Social Sciences and Languages of Emmanuel Alayande College of Education, Oyo, Oyo State, Nigeria offering FieldTrip as a course. The study covers the 2015/2016 cohort of the said students. Sample for the study was drawn through total enumeration technique of sample selection. It comprises a total of 229 male and female 200 level Social Studies students for 2015/2016 academic session drawn from the Department of

Social Studies from both the School of Arts and Social Sciences and School of Languages where Social Studies combinations are offered, all from Emmanuel Alayande College of Education, Oyo. The study's instrumentation was conducted through exposure of the whole candidates to pre-test tagged 'pre-field work brainstorming' and Focused Group Discussion (FGD) sessions on the field based on issues such as distinctions among field trip and other teaching methods, benefits of field trip, field trip and effective teaching learning delivery among others. Analysis of data were done through the use of Table, frequency counts and simple percentage for the quantitative analysis while coded description, categorization of ideas and verbatim reporting were utilized for the qualitative analysis.

**Results and Discussion of Findings**

Analysis done here emanates from the research questions raised for the study as well as the Focus Group Discussion sessions held with the participants.

Table 1

*Participants Demographic Data*

Variables		Frequency	%
<b>Gender</b>	Male	80	34.93
	Female	149	65.07
	<b>Total</b>	<b>229</b>	<b>100</b>
<b>School</b>	Arts and Social Science	151	65.94
	Languages	78	34.06
	<b>Total</b>	<b>229</b>	<b>100</b>
<b>Previous Experience</b>	Short trips	69	30.13
	Field Trip	26	16.59
	Nil	96	41.92
	<b>Total</b>	<b>229</b>	<b>100</b>

From Table 1, majority of the participants (149, 65.07%) were female as against (80, 34.93%) male. Again, most of the participants (151, 65.94%) were from the School of Arts and Social Sciences while the remaining participants (78, 34.06%) were from the School of Languages. With respect to previous experience on field trip, only 26 i.e. 11.35% indicated participation in field trip before, followed by 38, i.e. 16.59% who participated in excursion, followed by 69 i.e. 30.13% who participated in short trips. The remaining 96 i.e. 41.92% indicated no previous field trip experience.

**Research Question 1:** What are the potentials of field trip in promoting objectives and effective teaching learning delivery in Social Studies?

In answering this research question, coded description of ideas expressed by the participants in the various focused group discussion sessions were utilized. Among others, the participants were of the views that field trip is capable of promoting the objectives as well as effective teaching learning delivery in Social Studies by offering the following: Exposure in terms of students going to places they might have no cause to go to experience real world situation. It also allows students who are less privilege and may not have opportunity of travelling to benefit tremendously from such trip; Real world experience as different from theory and textbook experiences; Curiosity with respect to knowing and finding out new things and by so doing, learn more about issues; Retention through creation of memories i.e. 'episode memories' that assists in retaining information for longer period; increase in quality of education as a result of learners learning more and thereby widened horizon; Socialization associated with going to new environment in the company of group of

students and thus bring students closer. It also increases student-students and student-teachers social interaction.

Thus, field trip promotes effective teaching-learning through retention, widening of learners horizon as well as relating theory with practical. These help in assisting learners to explore the environment in finding solutions to problems confronting the society which invariably promotes real learning. Previous studies such as Odunuga (2014), Okuande (2014) underscore problems in the nation warranting finding recourse to. Proclivity of Social Studies and its methodological prowess have been canvassed vis-a-viz effective teaching and learning (Moronkola, Adegbile & Adio 2004; Oladiti, 2015; Ajiboye, 2009; Akinyemi, Ngwako & Nleya, 2005).

**Research Question 2:** Of what contributions is field trip to effective teaching learning delivery of Social Studies for sustainable development?

Listening and observation techniques employed in the study coupled with focused group discussion sessions revealed the participants' view with regards to the contributions of field trip to effective teaching and learning delivery in Social Studies for sustainable development. Verbatim reporting as well as categorization of ideas into convergent and divergent views was helpful in this wise. Highlights of such views include: 'field trip gives students opportunities to get out of the classroom and experience something new'. 'It makes learning more effective as they will be able to gain vast idea on different topics'. 'It involves real experience which makes teaching more meaningful and memorable'. 'It helps students to appreciate the relevance and importance of what they learn in the classroom'. 'It provides



alternative educational opportunities for students and also benefits the community through community service' 'through field trip, concrete skills such as note-taking, technique of asking questions, reports writing and evaluation of activities is developed'. Convergent views show that field trip exercise is a rewarding exercise and fun-filled which makes learning permanent and break the monotony of classroom learning while divergent views include hazards involve in field trip, financial implications, coordination issue, to mention but a few.

By implication, when field trips are properly handled and coordinated, it is capable of enhancing effective delivery of Social Studies and attainment of its objectives vis-a-viz educational objectives thereby promoting sustainable development. Similar views have been expressed with regards to the import of effective teaching and learning to attainment of education and national objectives to promote national development and sustainable development at large (Ogundare, 2010; Ajayi, 2004; Oladejo & Ige, 2004; Akinola, 2014; Oladiti, 2015).

### **Conclusion**

This study has premier the indispensability of education in the promotion of sustainable development in Nigeria. It further revealed the authenticity of the fact that education is the driving force of development and sustainable development. Findings from the study also expressly shows that the possibility of education to achieve the laudable objectives of attaining sustainable development is a function of the inputs into the sector right from the factory that is, the teaching learning process.

More so, it has been x-rayed through this

study the import of 'know how' in terms of methodology in achieving educational objectives. Hence, best practices promoting learner-centre have been canvassed. Field trip as an appendage of inquiry technique in Social Studies remains at the fore-front in this task.

### **Recommendations**

Since it has been unequivocally relayed time without number that no education is capable of rising above its teacher, the onus therefore lies in updating and equipping teachers with best practices capable of generating productive output that will pay back to the nation's developmental efforts and sustain such tempo. As noted in this study, the art of teaching and the position of teachers in Nigeria today call for evaluation and immediate review to engender sustainable development. Social Studies as one of the anchor subject is not left out in this regard. Thus, there is the need for exploration and utilization of methods that is in consonance with global best practices. One of such method is the use of field trip in the teaching learning delivery of the subject.

Consequently, it is imperative that the method be given wider publicity and usage at all levels of education to benefit from its prowess in promoting effective teaching and learning delivery especially in Social Studies to make for promotion of sustainable development. As such, both teachers and students are to give all it takes to make the method work as against seeing it as jamboree. In the light of this, necessary supports are therefore expected from all relevant stakeholders on the issue to ensure sustainable development in Nigeria.

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