
**VISION 20:2020 AND IMPLICATIONS FOR THE EFFECTIVE
IMPLEMENTATION OF SOCIAL STUDIES CURRICULUM IN
NIGERIAN JUNIOR SECONDARY SCHOOLS.**

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Abstract

Vision 20:2020 and implications for the effective implementation of Social Studies curriculum in junior secondary schools in Nigeria was a survey carried out in the three education zones of Imo State (Owerri, Orlu and Okigwe). 72 teachers constituting 30% of the total population of Social Studies teachers in public junior secondary schools in Imo State were sampled. Respondents were sampled based on proportionate stratified techniques which were dependent on teachers' location in the twenty seven local government areas of Imo State. Data in the survey were collected through a well structured and administered questionnaire titled "Social Studies Teachers Instructional Strategies" (SSTIS). Frequencies and percentages were used in the analysis of data. The result of the study showed that Social Studies teachers were not

aware of the developmental education empowerment goal objectives of Vision 20:2020 in Nigeria, it was found that there is a pedagogical competency deficiency in the implementation of Social Studies curriculum in junior secondary schools, as innovative instructional strategies are insignificantly used. It was also confirmed that innovative instructional methods/strategies would assist in achieving Vision 20:2020. The study further identified some of the obstacles against teachers' use of innovative strategies/methods, such as poor teacher preparation, inadequate supervision, computer incompetence, paucity of exposure to innovative instructional strategies amongst others. It was further established that the instructional obstacles against the achievement of Vision 20:2020 through Social Studies instruction can be improved through effective teacher preparation, making teaching practice a dominant aspect of Social Studies teacher education, retraining of large section of teachers, the use of instructional resource persons and so on. The study recommended in strong terms, that the use of Social Studies to achieve Vision 20:2020 can only be feasible with qualitative teacher education, teachers' effective and adequate application of innovative creative instructional strategies, aggressive funding and overhaul of the existing Social Studies curriculum to accommodate current transforming global changes in knowledge, information amongst others.

Introduction

Social Studies has social, political, economic and technological relevance to national development. This is because its content is organized around social and environmental issues affecting man's existence, and his capability to manage, and preserve the environment for sustainable development (Mezieobi, Akpochafo and Mezieobi, 2010). Following the decision of the Federal Government of Nigeria to use education to empower the people and achieve the objectives...poverty eradication, job creation and wealth generation, it becomes imperative that the conventional methods of teaching Social Studies where learners are passive need be changed (Onuoha, 2011).

Vision 20:2020 is indeed an ambitious programme. It is a political proclamation of the Nigerian Government. The expectation is that by the year 2020, Nigeria will be counted among the top 20

economies of the world alongside America, Japan, Russia and other super powers of the world (Igbokwe, 2010). Achieving the objectives of Vision 20:2020 in junior secondary schools in Nigeria can only be realized through qualitative Social Studies instruction that is highly directed at radical socio-economic, political and scientific transformation of the nation. The innovation should aim at functional manpower who are imbued with positive values, attitudes and skills, which can further contribute to the development of Nigeria's economy, resource management and reconstruction of its physical environment to facilitate sustainable development which is ideal for harmonious social living, inter dependence and peace.

No nation can develop to its fullest and keep pace with modern societal trends in science and technology without effective and efficient education. Education is a basic force for the socio-economic and political transformation of the society (Imogie, 2011:2). The transformation agenda of Vision 20:2020 is feasible in Nigeria through Social Studies at the junior secondary school if the content of Social Studies curriculum is effectively implemented. Social Studies teachers' classroom instructional effectiveness is instrumental to the effective implementation of the Social Studies curriculum in junior secondary schools. The Federal Republic of Nigeria (2004) National Policy on Education noted that the quality of effective teaching is depended on the capability of trained Social Studies teachers and ability to stimulate learning to an appreciable extent. According to Ossai (2011) the method adopted by Social Studies teachers is a strong factor that can affect learners' level of achievement and cognition of related Vision 20:2020 concepts, integrated in teachers' instruction. She further maintained that method of instruction is a vehicle or strategy for teacher-learner communication, and that the neglect of adequate instructional strategies is a pedagogical competency deficiency. Accounting for the weaknesses in the effective instructional implementation of Social Studies curriculum in Nigerian secondary schools, Adeyemi (1989), Mkpa (1989) and Enem (2005) observed that integrated Social Studies curriculum in Nigerian junior secondary school suffers from instructional neglect which is largely attributed to teachers' inability to come to grip with the peculiar pedagogical demands of the subject. Therefore the focus of this study is to determine whether the instructional neglect in the implementation of Social Studies is

still persistent? And what are the likely implications for the realization of the objectives of Vision 20:2020 through Social Studies instruction?

It is the dynamism in the teaching and learning of Social Studies that set the stage for the realization of the reformatory objective of Vision 20:2020, because learners are trained to acquire positive skills, attitudes and values to reform their country's economy. Delannoy (2000) remarked that the teacher is a key player in educational aspiration of nations, but this is depended highly on the quality of their knowledge of the subject matter, ability to initiate learning experiences, integrate knowledge, and demonstrate leadership and capability to resolve complex situations in the teaching learning process. The functional Social Studies teacher will channel Social Studies content instruction to meaningfully equip the learners with requisite potentials to become effective players in the realization of Vision 20:2020. Linking (Social Studies) education as a potential factor for national economic growth and transformation in Nigeria, Imogie (2010) remarked that education is the means through which the society perpetuates and develops itself culturally, socially and economically.

Mole, Dim and Ezeji (2010:228) said ... the national council on vision20:2020 headed by the president in collaboration with the national steering committee proposed the following thematic areas for the National Technical Working Group (NTWG) Agriculture and Security, business environment and competitiveness, corporate governance, culture, tourism and national reorientation, education, employment, energy, environment and sustainable development, finance, foreign policy, governance, health, housing, human development, information and communication technology, judiciary and rule of law, manufacturing, media and communications, mining and steel development, Niger Delta and regional development, political system, science, technology and innovation, security, small and medium enterprises, sports development, trade and commerce, transport, urban and water and sanitation rural development.

Derived from the aforementioned Vision 20:2020 mission, it then can specifically be stated that the goal objective of Nigeria's vision 20:2020 can be summarized as a master designed programme to revitalize human and

material potentials with skills for sustainable economic growth through education empowerment, that include effecting accelerated comparative competition advancement in security management and maintenance, politics, international relations, communication, health, healthy social relations amongst the citizens, science and technology to be precise.

Teachers' instructional methods facilitate the teaching and learning of Social Studies. Mezieobi (1994) identified three methods that should be applied in the effective teaching of Social Studies as: expository or class teaching methods, problem solving method, and activity method. Social Studies instruction to young learners requires practical learning activities or exposure to issues endemic to the learning environment. The Social Studies teacher in order to achieve maximal teaching and learning of social studies in the classroom has to employ techniques that will excite learner interest. Against this background, Akinlaye, Bolarin, Oaniyonu and Ayodele (1997:37) remark "... students transfer values of their experiences to solving social problems can only be achieved through innovative and modern open and direct experience learning strategies of inquiry, discussion, and clarification of their attitudes and values."

Arisi and Kpangban (1997) emphasized that variety of instructional strategies in teaching Social Studies in junior secondary school was to make for the individual differences of the young learners. Udo (1999) further added that the teaching of Social Studies require multiple teaching methods, in that Social Studies content stress dynamic innovative societal issues which are affected by changes in attitudes, values and instructional facilities. The Social Studies teacher is expected to adopt various instructional approaches, illustrations and explanations, such that the learner is maximally involved in the teaching learning environment.

In addition, Oboegbulem (2004) expressed that the application of relevant methods equip the teacher with requisite knowledge and skills to execute the teaching of Social Studies more effectively, and Stenhouse (1975) explained that teaching is not mere classroom instructional presentation, but the capability of using instructional method to promote high learning. Stenhouse reiterates that the use of methods is an important aspect of social studies curriculum implementation. Social Studies is an emerging discipline in Nigeria, which has emphasized the use of innovative teaching strategies, in order to strengthen the effective implementation of the Social Studies curriculum towards achieving Vision 20:2020. To buttress the foregoing

discussion, Okam (1994) said that Social Studies represents one of those curricula arrangement which capitalized largely on the use of methods sustain to the reasons for its existence as an important subject. In corroborating the proceeding view further, Ogbonna (1997:63) noted "a Social Studies teacher should possess a range of teaching strategies because different style or patterns of teaching behaviours are useful for different educational purposes hence every teacher (of Social Studies) should use more than one way of teaching"

Statement of the Problem

The essence of the use of diverse strategies or methods in teaching Social Studies is to make the learners active, reflective thinkers and problem solvers. However, the major concern for worry is that the prescribed innovative pedagogies for active participation of the learners in critical thinking, self development, self discovery, creativity amongst others, are scarcely used by teachers who are enveloped in the application of conventional traditional method of instruction which encourage learners' passivity in the classroom. The focus of this study is therefore to determine if the strategies, methods and techniques used in the implementation o Social Studies curriculum in junior secondary schools are meaningful in the realization o the lofty objectives o Vision 20:2020.

Research questions

The study sought answers to the following research questions.

1. To what extent are Social Studies teachers aware of the objectives of Vision 20:2020?
2. What are the strategies/methods used in the implementation of Social Studies curriculum in junior secondary schools to achieve Vision 20:2020?
3. What are the benefits of Social Studies teachers' use of innovative instructional strategies/methods in achieving Vision 20:2020?
4. What are the obstacles against the use of diversified instructional strategies/methods in the implementation of Social Studies curriculum to achieve Vision 20:2020?

5. How can the instructional obstacles against the implementation of Social Studies curriculum to achieve Vision 20:2020 be improved?

Design of the Study

Survey research design was adopted for the study. The study was focused on investigating the extent of Social Studies teachers' application of innovative pedagogies in the implementation of Social Studies curriculum, which are appropriate in inculcating requisite knowledge and skill for achieving the objectives of Vision 20:2020 in Nigeria.

Population of the Study

The population of the study consists of all the Social Studies teachers in the three education zones of Imo state. According to Ministry of Education Report (2010), there are two hundred and thirty nine Social Studies teachers in public secondary schools in Imo state. This is contained in the detailed information manual which specifies the number of Social Studies teachers in each of the three education zones of Imo state.

Sample size and Sampling Techniques

The sample consisted of seventy two (72) Social Studies teachers constituting 30% of the population of the study. A proportionate stratified random sampling technique was used in selecting respondents. Local government areas were the basis of selection; at least 2 teachers were selected from each of the twenty seven local government areas constituting the three education zones in Imo state. Through balloting 2 local government areas out of eleven constituting Owerri education zone got one additional respondent, in Orlu education zone, four local government areas out of the ten local governments got one extra respondent, in Okigwe education zone all the six local government areas got four respondents each.

Instrument for Data Collection

The researcher constructed an instrument titled "Social Studies teachers instructional strategies" (SSTIS) as the major instrument used for the study. It was designed to answer the five research questions formulated

to guide the study. It is made up of 57 structured items with agree and disagree as responses sets meant to elicit opinions against the research questions. The two response options of agree and disagree was used to quantify positive and negative responses specifically.

Validation of Instrument

The instrument of the study was validated by two lectures of Social Studies and two experts in measurement and evaluation, from University of Port Harcourt and University of Nigeria, Nsukka, respectively. Their corrections and input helped in strengthening the quality of the instrument, since ambiguous items were dropped or fine-tuned.

Reliability of the Instrument

The test re-test method was used to determine the reliability of the instrument. A trial test was carried out in Enugu Education Zone with Social Studies teachers who were not target of the study. The same respondents were however, for test of reliability administered the same instrument after a time interval of two weeks, the result obtained was a positive reliability index of 0.72, indicating the instrument suitable for the study.

Administration of Instrument

The researchers and four trained field assistants who are graduates of Social Studies helped in direct administration of the instrument on respondents. This approach facilitated the study and resulted in hundred percent retrieval of administered questionnaire from sampled Social Studies teachers in the three education zones of Imo state.

Method of Data Analysis

Collated information or data were interpreted through frequencies and percentages. These were used to answer the five research questions that guided the study.

Result

Research question one: To what extent are Social Studies teachers aware of the objectives of Vision 20:2020?

Table 1: Social Studies teachers' awareness of the objective of Vision 20:2020.

S/N	Statement	Agr ee	Disagr ee	Decisio n
1	I am aware of the concept of Nigeria's Vision 20:2020.	10 ¹⁴ %	62 ⁸⁶ %	Disagree
2	I am exposed to the meaning of vision 20:2020 through conferences.	5 ⁷ %	67 ⁹³ %	Disagree
3	My principal has addressed teachers on Vision 20:2020.	0 ⁰ %	72 ¹⁰⁰ %	Disagree
4	My subject head has asked me to teach social studies to reflect Vision 20:2020.	0 ⁰ %	72 ¹⁰⁰ %	Disagree
5	I have heard Vision 20:2020 on the media.	23 ³² %	49 ⁶⁸ %	Disagree
6	Teachers are aware that they are potential agents of achieving Vision 20:2020.	21 ²⁹ %	51 ⁷¹ %	Disagree
7	I have come across written materials on Vision 20:2020.	17 ²⁴ %	55 ⁷⁶ %	Disagree
8	I will be excited to be exposed to Vision 20:2020.	72 ¹⁰ 0%	0 ⁰ %	Agree
9	I will teach social studies effectively if it will help in achieving the development objective of Vision 20:2020.	62 ⁸⁶ %	10 ¹⁴ %	Agree

Results in table 1 indicate that respondents disagreed with items 1, 2, 3, 4, 5, 6, and 7. This confirms that Social Studies teachers are not aware of the objectives of Vision 20:2020. The result further showed that teachers are excited to be exposed to understand the concept Vision

20:2020 and effectively implement the Social Studies curriculum to reflect development objectives of Vision 20:2020 (items 8 and 9).

Research question two: What are the strategies/methods used in the implementation of Social Studies curriculum in junior secondary schools to achieve Vision 20:2020?

Table 2: Strategies/Methods used in the implementation of Social Studies curriculum.

S/N	Statement	Agree	Disagree	Decision
11	Lecture method is dominantly used.	60 ^{83%}	12 ^{17%}	Agree
12	Comparative learning is encouraged by social studies teachers.	9 ^{12.5%}	63 ^{87.5%}	Disagree
13	Practical projects are commonly given to students.	13 ^{18%}	59 ^{82%}	Disagree
14	Team work is highly utilized.	30 ^{42%}	42 ^{50%}	Disagree
15	Teaching is learner centered.	14 ^{19%}	59 ^{81%}	Disagree
16	Student's are involved in discussing pressing social issues.	22 ^{31%}	50 ^{69%}	Disagree
17	I give assignment that encourage self discovery of knowledge.	17 ^{24%}	55 ^{76%}	Disagree
18	I use active teaching strategy.	0 ^{0%}	72 ^{100%}	Disagree
19	I allow students to appraise my teaching strategies.	6 ^{8%}	66 ^{92%}	Disagree
20	I am competent in the use of computers.	6 ^{8%}	66 ^{92%}	Disagree
21	Inquiry oriented assignments are frequently given.	19 ^{26%}	53 ^{74%}	Disagree
22	I use fieldtrip as a teacher strategy.	3 ^{4%}	69 ^{96%}	Disagree

In table 2, it is indicated that innovative teaching strategies are insignificantly used by Social Studies teachers in their instruction. Response of item 11 through 22, showed that teachers dominantly use lecture method, cooperative learning is not encouraged, practical projects are not given to students including team work. In addition, teaching is not learner centered, discussion, self discovery and activity teaching methods are significantly used. Teachers did not give room to feed back, inquiry and field trip. The collected information or data show that Social Studies teachers relied on traditional or conventional teaching methods/strategies which will less effectively achieve the objectives of Vision 20:2020.

Research question three: What are the benefits of Social Studies teachers' use of innovative instructional strategies/methods in achieving Vision 20:2020?

Table 3: Benefits derived from use of innovative instructional strategies/methods

S/N	Statement	Agree	Disagree	Decision
23	It will improve teaching and learning.	60 ^{83%}	12 ^{17%}	Agree
24	Students are exposed to discover facts.	57 ^{79%}	15 ^{21%}	Agree
25	Students acquire problem solving skills.	59 ^{82%}	13 ^{18%}	Agree
26	Students play active role in learning.	67 ^{93%}	14 ^{19%}	Agree
27	Team spirit promotes interdependence.	58 ^{81%}	14 ^{19%}	Agree
28	The classroom is democratic.	69 ^{96%}	3 ^{4%}	Agree
29	Diversified strategies stimulate interest for learning.	61 ^{85%}	11 ^{15%}	Agree
30	It encourages retention of information.	56 ^{78%}	16 ^{22%}	Agree
31	Students are exposed to multiple learning experiences.	55 ^{76%}	17 ^{24%}	Agree
32	It encourages creativity.	57 ^{79%}	15 ^{21%}	Agree

33	Leadership skill is required.	55 ^{76%}	17 ^{24%}	Agree
34	Contemporary learning is encouraged.	50 ^{69%}	22 ^{31%}	Agree
35	Comparable competitive instruction is provided.	65 ^{90%}	7 ^{10%}	Agree

Collated data information in table 3 indicate positive responses for item 23,24,25,26,27,28,28,29,30,31,32,33,34,and35. It can therefore be deduced from result of data findings that the use of innovative instructional strategies/methods are beneficial in the following ways: improvement of teaching and learning, discovering of facts by learners, acquisition of problem solving skills, students are actively involved in learning, including acquisition of skills, of inter dependence, initiating democratic classroom environment, stimulation of interest in learning, encourages retention, multiple learning experiences is gained, other accruing benefits are skills, contemporary learning and comparable competitive education needs of the learners are provided through Social Studies instruction. Derived from the findings of the study, it is confirmed that teachers use of innovative instructional strategies/methods would assist in achieving Vision 20:2020. However, the ineffective use of innovative instructional strategies/methods in the implementation of Social Studies curriculum poses a major obstacle to the realization of Vision 20:2020.

Research question four: What are the obstacles against the use of diversified instructional strategies/methods in the implementation of Social Studies curriculum to achieve Vision 20:2020?

Table 4: Obstacles against the use of instructional strategies/methods to achieve Vision 20:2020 through Social Studies instruction.

S/N	Statement	Agree	Disagree	Decision
36	Teachers are poorly trained.	48 ^{67%}	24 ^{33%}	Agree
37	Teachers are not computer literate.	70 ^{97%}	2 ^{3%}	Agree
38	The school time table is choked.	49 ^{68%}	23 ^{32%}	Agree
39	Teachers are not enthusiastic.	60 ^{83%}	12 ^{17%}	Agree
40	Computers are not available in	50 ^{69%}	22 ^{31%}	Agree

	most schools.			
41	Teacher poor exposure to innovations in instructional strategies.	47 ^{65%}	25 ^{35%}	Agree
42	Inadequate use of in house teaching reorientation.	46 ^{64%}	26 ^{36%}	Agree
43	Restricted retraining programmes for teachers.	65 ^{90%}	7 ^{10%}	Agree
44	Inadequate regular supervision.	68 ^{94%}	4 ^{6%}	Agree
45	Teachers insensitivity to dynamic issues in the globe.	40 ^{56%}	32 ^{44%}	Agree
46	Innovative teaching strategies are consuming.	19 ^{14%}	62 ^{86%}	Agree

Generated information based on result findings in table 4 show that items 36 to 45 are agreed obstacles to the use of innovative strategies, respondents disagreed that innovative teaching are not time consuming 46. It can therefore be derived from the result of the study that, poor teacher training, computer incompetence, choked school time table, inadequate enthusiasm or commitment, inadequate instructional computers, paucity of exposure to innovative instructional strategies, slim use of in house teacher reorientation, restricted training of teachers, including inadequate regular supervision, and insensitivity by teachers to dynamic global issues are obstacles against the effective realization of Vision 20:2020 through Social Studies.

Research question five: how can the instructional obstacles against the implementation of Social Studies curriculum to achieve Vision 20:2020 be improved?

Table 5: ways of improving the instructional obstacles in the achievement of Vision 20:2020.

S/N	Statement	Agree	Disagree	Decision
47	Effective teacher preparation.	58 ^{81%}	14 ^{19%}	Agree
48	Teacher practice as a dominant aspect of teacher education.	53 ^{74%}	19 ^{26%}	Agree
49	In house teacher reorientation is to be encouraged.	69 ^{83%}	12 ^{17%}	Agree
50	Retraining of large segment of teachers.	50 ^{69%}	22 ^{31%}	Agree
51	Regular inspection of teachers.	53 ^{74%}	19 ^{26%}	Agree
52	Appropriate remuneration of teacher.	22 ^{31%}	50 ^{69%}	Agree
53	Seminar organization to update teacher's competencies.	58 ^{81%}	14 ^{19%}	Agree
54	Encourage teachers' to be research sensitive.	66 ^{92%}	6 ^{8%}	Agree
55	Teachers' resourcefulness for effective teaching.	63 ^{87%}	9 ^{13%}	Agree
56	Teachers are to become computer competent.	70 ^{97%}	2 ^{3%}	Agree
57	Use of resource persons to improve teachers' instructional strategies.	59 ^{82%}	13 ^{18%}	Agree

The result of the findings in table 5 shows that out eleven (11) improvement devices enumerated. Only one (1) was not needed to improve the instructional competencies of Social Studies teachers. This was items 52 (appropriate remuneration of teachers). Based on the generated data, the respondents agreed that the instructional obstacles against the achievement of Vision 20:2020 via Social Studies instruction can be improved through effective teacher preparation, making teaching practice a dominant aspect of teacher education, the

use of in house teacher reorientation, retraining a large number of teachers and regular inspection of teachers. Other conditions for instructional improvement are organization of seminars, encouraging teachers to be research sensitive, resourceful, computer competent and use of resource persons. It can be concluded based on the findings of the study, that these are the solutions to the instructional obstacles against the achievement of Vision 20:2020.

Discussion of findings

The research result indicated that Social Studies teachers were not aware of the objectives of Vision 20:2020. This is in line with Imogie (2010) who identified poor quality teacher standards in Nigeria. A resourceful Social Studies teacher should be aware of dynamic changes in the-environment (Mezieobi, Akpochafo and Mezieobi 2010).

It was confirmed that Social Studies teachers relied more on conventional lecture method at the expense of innovative instructional strategies as cooperative learning, problem solving approach, activity method, field trips amongst others. The findings of the study agrees with Adeyemi (1989), Mkpa (1989), Udoh (1993), Enem (2005) and Ossai(2001) who identified instructional weakness in the implementation of Social Studies curriculum in junior secondary schools in Nigeria.

The study further established that teachers use of innovative instructional strategies encourage effective teaching and learning reflective of the objectives of Vision 20:2020, it will encourage creativity, problem solving leadership skill, reflective thinking amongst others. This is in congruence with the postulations of Mezieobi (1994), Arisi and Kpangban (1997), and Ossai (2011).

It was established that there are obstacles impeding effective use of innovative instructional strategies in the teaching of Social Studies. Against this background, Imogie (2011) calls for constant reorientation and up dating of Social Studies teachers competencies.

The study determined ways of improving the instructional lapse in the effective implementation of Social Studies curriculum as mainly effective teacher preparation and exposure to innovative instructional strategies/methods. This concurs with the opinions of Ogbonna (1997), Oboegbulem (2004), and Imogie (2010) amongst others.

Implications of the Study

1. Social studies teachers' re-orientation should be reinvigorated in junior secondary school. In addition, in house Social studies teachers' re-orientation should be encouraged by subject heads and school administrators (Mezieobi & Ezegbe, 2011).
2. Instructional competency deficiency still dominates the implementation of social studies.
3. To realize the objectives of Vision 20:2020 through social studies instruction require teacher use of innovative strategies that will encourage creativity, reflective thinking, team spirit, interdependence amongst others.

Innovative methods and approaches to teaching (social studies) should be an intricate aspect of the curriculum reform of teacher education (Mbakwem, 2011).

- 4 In order to achieve the objectives of Vision 20:2020 has to be overhaul in teacher preparation, especially in pedagogy and content, such that the learners acquire competitive education and survival skills.

Conclusion and Recommendations

This study upheld that social studies teacher's adequate application of innovative instructional strategies is germane for the effective implementation of social studies curriculum in the realistic sense of achieving the goal objectives of totalistic development of man and his inspirational needs. In addition, the traditional conventional instructional approach to social studies is 'teacher centred, undemocratically dogmatic and encourage learners passivity, while modern instructional strategies/methods are learners centred, stimulate learner's active participation, encourage creativity, provide ample learning opportunities for learners to reinforce reflective thinking, acquire multiple learning experiences, integrate knowledge, values and attitudes for national co-existence, others are to acquire skills for leadership, interdependence, scientific inquiry mind frame and capability to generate innovative ideas. The learners are further reinforced with re-orientation in identifying, investigating social problems, including patriotic feelings to articulate programmes that facilitate national development. The tall dream of Vision20:2020is

attainable through social studies instruction in Nigeria, provided the existing curriculum is overhauled to accommodate current transforming global changes in knowledge and information, constant retraining of teachers for effectiveness and aggressive funding of the education sector with adequate funds and materials to provide comparable international education for the socio-economic, political and transformation of Nigeria to advance in global rating as of some of the 20 strongest economies.

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