

Review

Towards effective teaching of “values” in Nigerian schools

*Fan Akpan Fan PhD, Usman Vintseh Iliya Monday and Yaro Joseph Bawa

Abstract

Department of Arts and Social
Science Education, Faculty of
Education, Nasarawa State University,
P.M.B 1022, Keffi, Nasarawa State,
Nigeria

*Corresponding Author's E-mail:
akpanfan@yahoo.com

Youths constitute a very important segment of Nigerian society yet their social life is currently replete with moral faults: dishonesty, use of scanty and semi-naked wears, ethnicity, sexual promiscuity, fraud, nepotism, abuse of office, drug abuse, financial misappropriation, rape, armed robbery, abortion, selfishness, avarice, hired assassination, oil bunkering and examination malpractices. The paper therefore explores the various strategies a Social Studies teacher can employ in the teaching of “values”. Teaching is an attempt to effect certain desirable changes in human learning and teachers have a definite positive and active role to perform as regards the child learning so as to enable him to attain socially-approved goals in the most efficient manner. The paper looks at “value” in its various dimensions and proffers some strategies for teaching it in Social Studies classrooms. “Value” is a specific item that people stand for, believe in or deem important. It is a quality of an object that satisfies our desire of the subject. There are general values, personal values and group values. Values are viewed from the angle of social phenomena which impinge upon and determine human behaviour in society. The paper suggests that a Social Studies teacher should make use of biographies of great men, instructional games, role playing and citations from the statutes to teach values and prescribe sanctions for deviant acts. It recommends that Civic Education be capitalized upon as a necessary curricular instrument for helping and building effective learners who would constitute the basis for establishing a sustainable democracy in Nigeria and more importantly students should be encouraged to form civic clubs in their schools. This would help in the inculcation of civic values.

Keywords: Laws, Positive Values, Strategies, Teaching, Teacher.

INTRODUCTION

Teaching is a systematic presentation of facts, ideas, skills and techniques to students. It is a composite activity, external and internal, to the classroom. Teaching and activities can be classified into two, viz

a. Pre-active teaching activities. These involve actions embarked upon by teachers inside or outside the classroom. They are designed to facilitate teaching during classroom encounter.

b. Interactive teaching activities. These are equally referred to as learning and activities. They are more or less teacher's pedagogical behaviours designed to facilitate learning on the part of the learner. Whatever a teacher does, or says in the class to develop the learners' knowledge, attitude or skills based upon the objectives of his/her lesson, is learning and teaching activity.

Teaching is therefore an interactive process that

facilitates learning. It is a series of interactions between someone in the position of teacher and someone in the role of learner with the explicit goal of changing one or more of the learner's cognitive states (what he knows or believes or his skill in performing cognitive tasks) or affective states (his attitudes, values and motives) (Fan, 2012). The Federal Republic of Nigeria, FRN (2002) sees teaching as a systematic, rational and organised process of transmitting knowledge, attitude and skills in accordance with professional principles. Nuthal and Snook (1973) identified and discussed three distinct models of teaching which have provided the stimulus and structure for contemporary teaching research. These are the behaviour-control, the discovery and the rational models. Each of these models consists of a set of associated ideas and concepts, more or less, organised around a larger conception of what teaching ought to be like and how it ought to be viewed.

Protagonists of the behaviour-control model view teaching as a method of controlling the behaviour of students and conditions of learning. Teaching is conceived as an activity in which the student learns through the teacher's authority. Teaching is approached as a management procedure which ought to be accomplished as quickly and as efficiently as possible. Objectivity, precision and economy are the prime methodological virtues. It is claimed that the essential task of teaching is to get students to perform precisely delineated responses (Taber, Glasor and Schaefer, 1965). The teacher's task is to form associated bonds between subject-matter stimuli and appropriate student responses. In relation to behaviour-modification, teaching is viewed primarily as the management of the classroom.

The discovery – learning model incorporates those views of teaching which place greatest emphasis on the self-directed activity of the student. Teaching is conceived of as an activity in which the student learns partly through his own initiative and partly with the guidance of the teacher. When discovery methods are used, students learn how to explore a situation for themselves (Bruner, 1966), how to go beyond the information given in a situation, and how to behave in a scientific manner and think in an inductive style (Kalu, 1996). Proponents claim that discovery learning is the most powerful and effective kind of learning and must be used where what is being done has a major significance.

The rational model owes a lot of its impetus to the application of analytic philosophy to educational issues. Central to this model is the claim that teaching must be concerned with rationality and that the practice of teaching must be influenced by the logic of argument and justification. The assumptions underlying the model are that:

- man is a rational being whose behaviour cannot be completely understood in terms associated with animal life or machines; and

- thinking and learning are traits which are distinctively human. Man, the rational animal, is also the symbol-using animal. Language must therefore play a key role in teaching on account of its intimate connection with thinking and with rationality. In fact, the rational model views teaching as a predominantly linguistic affair.

Protagonists of this model agree that (i) there is some connection between teaching and learning and (ii) teaching is a human activity which is goal-oriented and intentional. Furthermore, since teaching is the activity of a human agent working upon students who are also rational agents there are moral limits to what may count as teaching. Thus, at all stages in teaching, the students' reason must be engaged and the teacher must submit himself to the independent judgement of the students.

The nature of teaching can be summarized with Gage's (1963) definition of teaching as any form of interpersonal influence aimed at changing the ways in which other person can or will behave. This definition implies that teaching is an activity or process which is observable and can be observed. As an interpersonal activity, it involves verbal interactions between the teacher and one or more students as well as inter-student, teacher-material and student-material interactions. Again, learning is intended in teaching. Teaching may be effective or ineffective only in relation to student learning. Okebukola (1986) reports that class participation had the greatest independent contribution (22%) to the variance in achievement scores while Udeani (1997) submits that classroom interaction accounts for about 74% and 71% of the variation in students' cognitive achievement and process skills acquisition respectively.

Conceptualization of Values

The word "value" is ordinarily used to mean the worth or importance which is attached to something. It is an especially important class of belief shared by members of a society or by typical occupants of all the various positions in the society, concerning what is desirable or good, and what is undesirable or bad. Values are states of mind. They refer to "things" or patterns of behaviour, even though they have to be inferred from patterns of behaviour, verbal or otherwise. They are important determinants of action, i.e. sharing, influencing and directing the line of action which an individual exhibits in a given situation (Ezegbe, 1993).

There are general values, personal values and group values. General values represent the ideals, belief and norms of any society, upon which there is general acceptance. They indicate the normative orientations of the society, and determine, to a large extent, the behavioural patterns and dispositions of members of the society. Such values include liberty, equality, justice, honesty, consideration for others, human dignity,

individualism, hard work, fair play, faithfulness and tolerance. Personal values may even represent the person's interpretation or perception of the general values in his society but develops them for personal interest and benefit.

Settling down to understand one's personal core values before one commits to a relationship is perhaps the simple most important decision one will take as a single male or female. One's personal core values are standards that define who one is, they are the guiding principles that dictate and determine the journey of one's life. Some core values would include respect, discipline, honesty, integrity, commitment, communication and spirituality. Spiritual compatibility influences the quality of one's relationship more than any other factor. One's spiritual compatibility for instance, is crucial to the success of one's marriage.

A large measure of personal values usually runs counter to the general values in the society. Group values exist in the society as part of the characteristic identification mark of groups, cliques and gangs, with sub-cultural behavioural patterns. The values take their root from the common interests, needs and goals of the members of a particular group or gang such as a gang of armed robbers and international swindlers.

Values are viewed from the angle of social phenomena which impinge upon and determine human behaviour in society. These are social, political, cultural and economic. Political values are those which determine the activities, decisions or behaviour of persons, political activists, governments and institutions on the basis of political considerations. Examples of social values are honesty, love, excellence, trustworthiness, merit, individualism, discipline, justice, fair play, consideration, tolerance, morality, prudence, faithfulness.

Cultural values determine people's behaviour in the area of the culturally-normative practices in the society. They determine the type of marriage one would like to contract, the type of the food one cherishes, the type of dress we wear, women occupation, the fashion of dress that people love and the type of religion to which people adhere. Examples include individualism, collectivism, traditionalism and modernity. Economic values determine our economic activities. Such values include hard work, discipline, cooperation, thrift, materialism, accountability, responsibility, respect for individual property, quality and selflessness.

Strategies open to Teachers for Teaching "Values" in Nigerian Schools

"Values" cannot be taught directly in the same way we teach skills, principles, methods and concepts. There are certain strategies which a professional and conscientious Social Studies teacher can employ to help students

develop desirable values. A strategy is the process of, or skill in, planning and conducting something; in this case, inculcating in students positive values. Unachukwu and Nwankwo (2004) studied the psychological strategies for maintaining discipline in tertiary institutions in Nigeria. A total of 450 psychologists were involved and a Questionnaire on the Psychological Strategies for Maintaining Discipline (QPSMD) was designed for data collection. Statistical mean (\bar{x}) and t-test were employed to answer the research question and test the null hypothesis respectively. Data analysis revealed 19 psychological strategies. Some of which were modelling, role playing, shaping, punishment, environmental reorganization, intensive orientation programme and introducing effective study habits and skills into students. This paper dwells on the following strategies: teachers serving as role models, the study of biographies of great men, the use of instructional games, role playing, citing examples from Nigerian statutes, story-telling and value clarification.

Teachers serving as role models

A role model is a pattern, a paradigm to follow, a person worthy of emulation (Uduigwomen, 2006). Such a person, according to the author, must be morally upright and God-fearing. He must be a servant to all. Nwa-chil (1991) avers that in primary schools, particularly in the lower forms, many children are still in their malleable states, so that they can be more easily bent to shape. For these "tabula rasa" the teacher epitomizes society, *par excellence*. He represents a model personality that should be copied. He is a kind of *omniscientia* from whom knowledge comes. He is a leader who must be obeyed, an interpreter of the great moral ideas of his society and a very important idol for many a child. The personal character of the teacher is therefore very important for a good class image. The teacher must be a mirror of what he teaches. It is not what the teacher thinks and feels but what he does that actually affects the pupils. The teacher must have absolute control over himself. Peck and Haringhurt in Nwachil (1991) admonished that if we wish others to be reasonable, rational and effective in their thinking, we should provide them with a model of behaviours and give them the opportunity, and trust for them to develop these desirable characteristics.

The study of biographies of great people, Nigerian as well as non-Nigerian

We write the biography of Christian leaders and renowned Nigerians e.g. Thomas Birch Freeman, William de Graft, Rev. Hope Waddell, Mary Slessor, Chief Obafemi Awolowo, Dr. Nnamdi Azikiwe under the follow-

ing strategies:

- Name of the Christian leader.
- Place and date of his/her birth
- Education – where he/she was educated
- Occupation or career – what work did he or she do after his/her education. Where did he/she work?
- Outstanding contributions to the church and the community
- Special virtues. The good qualities which we can copy from him/her – kindness, hard work, obedience to superiors, honesty, patience, mercy, love or God and other people, humility patriotism, service to God and people, truthfulness, unselfishness, justice, cleanliness punctuality to work, chastity and cooperation.
- If dead, place and date of death.
- Why we should follow the foot-steps of this leader. State his/her special qualities and virtues we should imitate. For instance, Daniel 1:8 portrays Daniel as one who stands in God's word as the man who dared to keep a clean heart and body. There was nothing priggish about Daniel. Prophet Amos called the women of his day "kine of Bashan" because they only cared for luxury and worldly pleasures (Amos 4:1). This was the prophet's picture of the cruel, heartless, brainless women – a herd of kine, heavy, heedless animals rearing in all their way as they seek to gratify their appetites. Mary Slessor is remembered for hard work, kindness and justice to others. She stopped the killing of twins and triplets (IPCRE in Fan, Ekpe and Ita, 2008).

Role-playing

This is an enactment or re-enactment of social conflicts, historical events, sensitive social issues or problematic real-life situations involving morals and value in which decisions must be made (Mezieobi, 1994). One disadvantage here, however, is that for actors who have played negative roles, their peers may label them with the role they played character (stigmatization). This situation may inhibit volunteer role-players.

The use of instructional games

Adedoja and Fakokunde (2010) made a survey of the use of instructional games as a method for peace education. The population of the study was made up of 54 Social Studies teachers in Ilesa East, Ilesa West and Oriade Local Government Area of Osun State, Nigeria, selected using systematic random sampling technique. The instrument was a questionnaire containing twenty items. Data generated were analysed and the null hypotheses tested using t-test. It was recommended that efforts be made by stakeholders within the Social Studies realm to incorporate relevant instructional games to enhance teaching of peace education.

Asgari and Kaufman (2004) define game as a set of voluntary activities which has participants, goals, rules and some kinds of competition physically and mentally. Dempsey, Haynes, Lucassen and Casey (2002) see a game as a set of activities involving one or more players. It has goals, constraints, playoffs and consequences. To these authors, a game is rule-guided and artificial in some respect. It involves aspects of competition, even if it is with oneself. Instructional games are games meant for teaching and learning. They are not just for fun but are meant to facilitate learning. They make learning interesting, are guided by rules and focus on understanding and motivation. Salopek (1999) defines games as experiential learning while Mantyla (1999) views games as instructional, simulation and group learning. Sugar (2002) submits that games are fun with a purpose. Nagle (2001) asserts that if we use a theoretical framework that emphasizes enrichment over mastery, the question then is: what types of informal learning provide the most enrichment? Nagle posits that the question entails looking at what students spend their time doing for fun and construct paths from this fun activities that lead to learning. The author therefore chose computer games as one kind of amusement and asserted that, computer games offer a programmed environment by which students can play, experiment and learn from mistakes and feedback. A game world is viewed as an artificial environment. Games contain fantasy element which range from a realistic simulation of real life to non-existent world.

There is no threatening reality in games. Games contain rules which must be obeyed, they have objectives to achieve and elements of opposition. Milliams (1999) posits that computer games can give opportunity to learners to explore their imagination comfortably. Using fantasies, mental images and non-real computer games can stimulate learners' behaviour (Vockell, 2004). To make learning motivating and appealing to learners, one way is to present the material to them either in imaginary context which is familiar to them or in a fantasy context which is emotionally appealing to the learner. Games have the potential of inculcating the right values in the young ones. The fun inherent in games helps in maintaining students' interest. Therefore learning is viewed as fun.

Citing from the Law Books

Teachers should cite from statutes so as to be explicit and spell out sanctions for deviant acts. For instance, the Federal Republic of Nigeria (2003) in Trafficking in Persons (Prohibition) Law Enforcement and Administration Act states that any person who

1. (a) By the use of deception, coercion, debt bondage or any means whatsoever, induces any person under the

age of eighteen years to go from one place to another to do any act with intent that such person may be, or knowing that it is likely that the person will be forced or seduced into illicit intercourse with another person, or

(b) In order to gratify the passions of another person, procures, entices or leads away, even with such person's consent, any person under the age of eighteen years, commits an offence and is liable on conviction to imprisonment for ten years without an option of fine.

2. (a) Any person who, having the custody, charge or care of any person under the age of eighteen years, causes or encourages the seduction, unlawful carnal knowledge or prostitution or the commission of an indecent assault upon any person, commits an offence and is liable on conviction to imprisonment for ten years.

(b) A person shall be deemed to have caused or encouraged the seduction, unlawful carnal knowledge, or prostitution of or the commission of indecent assaults upon any person who has been seduced, unlawfully carnally known, or indecently assaulted, or who has become a prostitute, if he knowingly allows such person to consort with, or to enter or continue in the employment of, any prostitute or person of known immoral character.

3. (a) Any person who procures a person who is under the age of eighteen years to have unlawful carnal knowledge with any other person or persons, either in Nigeria or any place outside Nigeria, commits an offence and shall be liable on conviction to imprisonment for ten years.

(b) Any person who procures any person under the age of eighteen years to:

- become a prostitute, either in Nigeria, or any place outside Nigeria,
- leave Nigeria with intent that such person may become a prostitute in any place outside Nigeria,
- Leave such person's usual place of abode in Nigeria, with intent that such person engage in prostitution either in Nigeria or any place outside Nigeria, commits an offence and is liable on conviction to imprisonment for ten years.

4. Any person who -

(a) procures, uses or offers any person for prostitution, or the production of pornography, or for pornographic performance;

(b) Procures, uses or offers any person for the production and trafficking in drugs;

(c) Traffics any person for the purpose of force or compulsory recruitment use in armed conflict, commits an offence and is liable on conviction to imprisonment for fourteen years without an option of fine.

5. Any person who organizes or promotes foreign travel, which promotes prostitution of any person or encourages such activity commits an offence and is liable on conviction to imprisonment for ten years without an option of fine.

Any person who -

6. Conspires with another to induce any person under

the age of eighteen years by means of any false pretence or other fraudulent means, permit any man to have unlawful carnal knowledge of such person commits an offence and is liable on conviction to imprisonment for five years.

Story Telling

This is a spoken description of an event or series of events which can be real or imaginary. Story telling is one invaluable strategy for teaching values. The teacher may tell stories of persons either living or dead, who possess or possessed desirable values approved by the society, and urge his students to develop such values. Besides, there are several morals in stories.

Value Clarification

This is a process through which the teacher helps his student in making personal choices, through the development of personal values in the context of his personal experiences in life. In this approach, the teacher presents the student with alternative choices with appropriate values which are good, approved and ethical, and then leads him to make a choice between them. Adequate knowledge of the value system of our diverse society can be got through the interviews, questionnaire, reading of relevant texts, rating scales, sceneries, etc. Students can be asked to itemize the values they cherish most and those they know the society cherishes in order of preference. The teacher or counsellor can also be asked to work with the students to rank these values in order of importance. The percentage of students listing each value on the scale of importance can then be determined. It does not, however follow that this arrangement will diagnostically demonstrate the need to encourage the learning of life values with the intensity required by various values. After diagnosing values, the teacher or counsellor can then embark on clarification and linking them with accepted standards in the society (Denga in Uduigwomen, 2006)

CONCLUSION

The paper has explored the meaning of teaching and discussed three models of teaching and learning. It is observed that teaching is an activity or process which is observable and can be observed. As an interpersonal activity, it includes verbal interactions between the teacher and one or more students as well as inter-student, teacher-material and student - material interactions. Again, learning is intended in teaching and teaching may be effective or ineffective only in relation to student learning.

When one is said to be teaching it means one is imparting facts, cultivating habits, instructing in skills, developing capabilities or awakening interests. To be an effective teacher calls for knowledge of both the subject matter and the learners. Such a teacher fulfils two basic sets of roles in the class:

(i) Instructional role – when he transmits information (e.g. knowledge) to his pupils; when he functions as a socialising agent to his pupils and when he evaluates their works; and

(ii) Facilitational role – when he motivates children to learn; when he controls activities in the classroom so as to be able to carry out his instructional role; and when he creates the right environment for learning. The ideal Social Studies teacher should therefore function as a mediator by helping students to develop the skills; attitude and behaviour that will enable them to live a successful and useful life. Teachers of Social Studies and counsellors must realize that character is learnt more than inherited and that character transformation through teaching cannot be effected in one fell swoop. It will take patience, devotion and personal example on their part to develop good behaviour and change them into rational and altruistic individuals who will not only internalize moral values but will also leave room for new experiences with regard to the welfare of others and current changes in the society.

RECOMMENDATIONS

The following recommendations are found apposite.

- Teachers should use more of indirect teaching methods and also encourage the students to develop a high achievement motivation in order to enhance students' achievement processes beyond memory and comprehension.
- Games and Simulation are creation of social activities by two or more learners in a competitive spirit in order to exhibit some positive knowledge, attitude and skill that can lead to a winner. This helps in the development of good social relationship and practical skill relevant to conflict resolution simulation is used in creating a game-like atmosphere to demonstrate some principle which a teacher wants to make real for the inculcation of knowledge, attitude, values and skills.
- Teachers should serve as role models. The teacher must cultivate the qualities of good behaviour. He must be sincere, honest, truthful, diligent, industrious, punctual, etc. while maintaining his dignity and authority, he must be friendly, courteous and sympathetic towards his pupils. Children learn by imitation for, as the Yoruba proverb says, "the young cock crows as he hears the old one".
- One major characteristic of a classroom teacher is his leadership role. The teacher by adopting a particular style of leadership in the classroom will, in all probability,

get different responses from his pupils. The different responses are likely to have an effect on the children's motivation to learn, and the quality of the children's work, plus their general feeling of well-being as member of the class (Ashley, Cohen and Slatter, 1969).

- Civic education should be introduced as a separate and certificate course of study in all Nigerian Teacher Training Institutions. An important Civic Education theme tagged our values – honesty integrity, cooperation, diligence, hard work, self-reliance etc. would go a long way in inculcating in our learners those values and traits which make them responsible citizens now and in the future (Wahab, 2011). Civic education must be capitalised upon as a necessary curricular instrument for helping and building effective citizens who would constitute the basis for establishing a sustainable democracy in any geo-political region (Lawal and Okam, 2011).

- Students should be encouraged to form civic clubs in their schools. This will help in the inculcation of civic values like honesty, hard work, prudence, tolerance, patriotism, etc. in the learners.

- Teachers should (a) introduce the students to samples of representative values of the society (b) lead students to appreciate that although values vary from place to place, there are universal or generally accepted values in societies throughout the world (c) make them aware of possible penalties and sanctions against people who depart from the cherished values of their society (d) make students realise that values undergo changes by process of time (e) help students to appreciate that a society or a country is judged not only by what it has in terms of resources and development but also by the values of its members.

- Teachers should follow the following steps

(i) Identify the instructional objectives by describing the behaviour and performance expected of the student after he has learnt the value.

(ii) Reduce the number of values to be learnt in a complex situation and make use of only the important ones.

(iii) Provide the student with useful verbal mediators for ease of verbal and mental association with the values.

(iv) Provide many positive examples of the values they want the student to learn as well as a few negative examples.

(v) Verify the students learning of the value just to ensure the mastery of certain concepts related to the value in question.

- Teaching must be methodical, it must be planned, it must be activity-based, it must be related to the learners' experience, it must follow a logical sequence i.e. proceed from known to the unknown and it must encourage and promote creativity in children. The uniqueness of the individual child must be considered. Learners should be motivated to learn.

- Teachers and counsellors must realize that character is learnt more than inherited and that character transformation through teaching cannot be affected in one fell swoop. It will take patience, devotion and personal example on their part to develop good behaviour and change the learners into rational altruistic individuals who will not only internalize moral values, but will also leave room for new experiences with regard to the welfare of others and current changes in the society.

REFERENCES

- Adedjoja GO, Fakokunde JB (2010). A survey of the use of instructional games as a method for peace education. *Nigerian Journ. of Social Studies*, Vol. XIII (1&2): 213-224.
- Asgari M, Kaufman D. (2004). *Intrinsic motivation and design*. Paper presented at the 35th Annual Conference on the International Simulation and Gaming Association (ISAGA) and CONJOINT Conference of Sagsaga, 6 – 10 September 2004, Munich, Germany.
- Ashley BJ, Cohen HS, Slatter RG (1969). *The Introduction to sociology of education*. London: Macmillan.
- Bruner JS (1966). Some elements of discovery. In L.S Shulman and E.R Keislar (Eds). *Learning by Discovery: A Critical Appraisal*, 101 – 113. Chicago: Rand McNally.
- Dempsey JV, Haynes LL, Lucassen BA, Casey MS (2002). Forty simple computer games and what they could mean to educators. *Simulation and Gaming* 33 (2): 157 – 168.
- Ezegbe MO (1993). Values and their development for nation building through Social Studies. *Nig. J. Soc. Stud. Review* 2 (1): 1 – 6.
- Fan FA (2012). *Teaching Social Studies*. Calabar: OFONEK PRINTS
- Fan FA, Ekpe MD, Ita MB (2008). Towards enhancing moral and religious instructions in Primary Schools. *Nigeria J. Soc. Stud.* vol XI (1): 52-62.
- Federal Republic of Nigeria (2002). *Teachers' registration council handbook*. Abuja: Teachers' Registration Council.
- Federal Republic of Nigeria (2003). *Trafficking in persons (Prohibition). Law Enforcement and Administration Act*. Abuja: National Agency for Prohibition of Traffic in Persons and Other Related Matters (NAPTIP).
- Gage NL (1963). Paradigm for research on teaching. In NL Gage (Ed). *Handbook of Research on Teaching*, pp 91 – 141. Chicago: Rand Mc Nally.
- Kalu IM (1996). *Relationships among classroom interaction patterns, teacher and student characteristics and students' learning outcomes in Physics*. Ph.D thesis, Department of Education, University of Nigeria, Nsukka.
- Lawal H, Okam CC (2011). Exploring civic education for sustaining democracy in Nigeria. *Nigerian Jour of Social Studies* XIV (2): 28 – 44.
- Mantyla K (1999). *Interactive distance learning exercise that really works*. Alexandria, VA: American Society of Training and Development.
- Mezieobi KA (1994). Social Studies teaching methods are techniques. In G.W. Joof & H.C Amadi (Eds.) *Social Studies in Schools: Teaching Methods, Techniques, Approaches and Perspectives*, pp 11 – 33. Onitsha: Outrite Publishers.
- Millias D (1999). Thirty years and more on simulation and games. *Simulation and Games* 30 (2): pp 352 – 355.
- Nagle R (2001). *Enrichment games and instructional design* (<http://www.imaginaryplanet.net/essays/literary/games/game/php>) accessed March, 2010.
- Nuthal G, Snook I (1973). Contemporary models of teaching. In T.M.W Travers (Ed). *Second Handbook on Research on Teaching*, pp 47 – 76. Chicago: Rand McNally.
- Nwa-chil CC (1991). *Sociology of education*. Uruowulu-Obosi: Pacific Publishers.
- Okebukola PAO (1986). *Effects of teachers' verbal exposition on students' level of class participation and achievement in Biology*. Unpublished M.Ed Project Report, University of Ibadan, Nigeria.
- Salopek J (1999). Playing games. *Learning and Development* 53 (2): 29 – 38.
- Sugar S (2002). *Ten of the very best reasons for using classroom games*. (<http://www.thegamesgroup.com/article1.html>), accessed August, 2008.
- Taber JN, Glaser R, Schaefer HH (1965). *Learning and programmed instructors*. Reading, Mass: Addison – Wesley.
- Udeani UN (1992). *Learning outcomes in Integrated Science as related to teachers' and students' characteristics and classroom interaction patterns*. Unpublished PhD thesis, University of Nigeria, Nsukka.
- Uduigwomen AF (2006). *Introducing ethics: Trends, problems and perspectives*. Calabar: JOCHRISAM Publishers.
- Unachukwu GC, Nwankwo CA (2004). Psychological strategies for maintaining discipline in tertiary institutions in Nigeria. *The Counsellor*. 20(1):127-135.
- Vockell E (2004). *Educational psychology: A practical approach*. (<http://education.ca.lumet.purdue.edu/vockell/ed/psyBook1>), accessed October, 2008.
- Wahab EI (2011). Civic education: a recipe for promoting responsible citizenry in Nigeria. *Nigerian Jour of Social Studies* XIV (2): 175 – 186.