

**VALUES EDUCATION AND ENVIRONMENTAL
MANAGEMENT PRACTICES OF SOCIAL STUDIES
TEACHERS IN UPPER BASIC EDUCATION LEVEL
SCHOOLS IN IKA SOUTH LOCAL GOVERNMENT
AREA OF DELTA STATE**

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Abstract

This study focused on examining the values education and environmental management practises of Social Studies Teachers in Upper Basic Education Level Schools in Ika South Local Government Area of Delta State. The study was led by two research questions and two hypotheses. The study employed a descriptive survey research design with the express aim of gathering preexisting data on the values education and environmental management practises of Social Studies teachers. The sample consisted of 48 social studies teachers, with 20 being male and 28 being female. The selection of participants was done using simple random and cluster sampling approaches. The data collection instrument utilised in this study was a self-designed questionnaire called the “Values Education and Environmental Management Practises of Social Studies Teachers’ Rating Scale (VEEMPSSTRS).” The questionnaire consisted of 30 items measured on a 4-point

Likert scale. The validity of the face and content was confirmed, and the reliability was assessed using Cronbach Alpha with a coefficient of 0.82. The study issues were addressed by utilising mean and standard deviation, while the hypotheses were examined by t-test statistics at a significance level of 0.05. The analysis of the data revealed that value education had several impacts, including discipline, respect for elders, timeliness, cordiality, and a strong aversion to immorality. The upper basic education level schools' Social Studies teachers employ various environmental management practises, including regular inspections of materials, prevention of students bringing harmful objects into the classroom, use of appropriate teaching materials, dedication to promoting a culture of environmental management in schools, proper waste disposal, regular maintenance of drainage systems, and provision of information on health and safety hazards. The paper proposed that the government, in conjunction with secondary school management and Social Studies instructors, should establish protocols to clearly define, record, and approve a formal environmental health and safety (EHS) policy for all schools in Nigeria.

Keywords: Values Education, Environmental Management Practices, Social Studies, Social Studies Teachers.

Introduction

Values education and environmental management practises are crucial principles in school management and administration. Both the schools' administration and the teachers are responsible for instilling suitable values in students. All teachers, including Social Studies teachers, are responsible for educating students on values and demonstrating proper environmental management practises. Values are perceived as a cohesive influence among educational institutions and society as a whole. They are considered fundamental principles that meet the demands of society and enhance individual

welfare. These principles involve the deliberate assessments, emotional reactions, and motivating elements that impact an individual's actions (Özgül, 2014). Erdem (2017) defines worth as the preference for one product over another. According to Katlms and Eksi (2017), value is a significant attribute that is positively regarded across various dimensions, such as social, moral, and aesthetic. It is a crucial determinant in shaping an individual's character.

The proliferation of scientific and technological breakthroughs in contemporary society has heightened the necessity and significance of imparting moral and ethical principles through education. Although technology advancements have often brought about positive outcomes for society, they also bring about unexpected repercussions. Furthermore, specific endeavours are required to alleviate the social afflictions that are afflicting society. An essential field of research is to "values education." Given the recent shifts in politics, society, and culture, there is a widespread consensus that effective and succinct communication, as well as the capacity to think innovatively in order to resolve issues, are extremely crucial. Students in higher-level primary education derive advantages from a systematic approach to acquiring explicit values by incorporating values education within the curriculum, especially within the Social Studies curriculum. This is achieved by utilising a diverse array of educational techniques suitable for the field of Social Studies (Akbas, 2019).

The cultivation of discernment in relation to social responsibility and the assessment of one's choices and behaviours are influenced by the values education imparted to individuals, particularly students (Stephenson, Ling, Burman, & Cooper, 2018). Social Studies is a dynamic and impactful subject for teaching values education. The value of the subject resides in its ability to convey ethical ideas through its historical essence, its offering of perspectives on other cultures and personal stories, and its interdisciplinary structure (Kan, 2010). Upon analysing the Social Studies curriculum, it was found that students in upper basic education level schools are required to gain supplementary values for comprehensive development

(Milli Eğitim Bakanlığı [MEB], 2018, 2010b). While the values imparted to pupils in higher basic education level schools are outlined in the programme or curriculum, it is ultimately the Social Studies teacher's expertise, abilities, and principles that are utilised to reach the final conclusion. Therefore, it is crucial to determine the initiatives carried out by Social Studies teachers in the field of values education, in order to reveal the challenges that arise during the implementation of these programmes. Furthermore, it is crucial for a Social Studies instructor to have a thorough comprehension of both instructional techniques and the content of the subject. Nevertheless, if the instructor neglects to convey their viewpoints and personal experiences about social issues to students in higher grades, it may raise doubts about the overall effectiveness of the teaching process (Gleen, 2018). Hence, the teachers' values and perspectives regarding values education can directly influence the values that learners acquire.

Although Social Studies has been acknowledged by the National policy on Education, it nevertheless has difficulties in establishing a robust presence in Nigeria's educational institutions and society as a whole (Mezieobi, 2013). The primary objective of the Ministry of Education (at both the state and federal levels) is to ensure the provision of high-quality and pertinent education to all individuals in Nigeria, especially those who are disadvantaged. This is intended to provide them with the necessary skills to become functionally literate and productive members of society. Social Studies educates pupils about the importance of access, fairness, and excellence in all areas of human activity. Mezieobi (2016) argues that the inclusion of Social Studies as a separate topic in educational institutions is essential for facilitating successful adjustment and functioning in many socioeconomic situations, including Nigeria. Osakwe (2013) defines Social Studies as an academic field that explores the complex facets of human beings and their interactions. Social Studies is an educational programme that seeks to teach pupils the important knowledge, skills, attitudes, and behaviours that a society considers significant in relation to the environment, human interactions, and self-awareness (Mezieobi, Ossai, & Young, 2013).

According to Adeyeye et al (2020), environmental management refers to the deliberate effort to guide a process using various tools, with the aim of establishing fresh perspectives on the relationship between human civilizations and the environment, in order to ensure the existence of mankind. Environmental managers consist of a diverse group of individuals, including academics, policymakers, NGO personnel, corporate staff, public servants, and individuals or groups with the power to make decisions about how natural resources are used (such as fishermen, farmers, and pastoralists). Environmental management involves the involvement of all individuals, as human actions naturally have different levels of impact on the environment (Adeyeye *et al.*, 2020). However, some individuals take a more proactive part in using resources, while certain interest groups show a greater level of concern about extracting resources and the resulting issues of contamination. Environmental management involves various stakeholders and requires a multidisciplinary approach (O'Hallovan & Fields, 2010). This phenomena includes a broad spectrum of spatial sizes, ranging from the immediate surroundings to the planetary level.

Sustainable development involves various goals, including the desire to control the direction and pace of progress, improve the efficiency of resource use, reduce negative environmental effects, and prevent ecological disasters (Mezieobi and Njoku, 2017). Engaging in environmental management may entail the participation of individuals and groups with differing viewpoints, which can result in disputes. This situation can arise, for example, when environmental managers working for multinational businesses come into conflict with those representing voluntary organisations. Environmental management practises encompass strategic techniques implemented to ensure the safety, security, and suitability of the environment for meaningful and exciting activities. These practises are the obligations of all those involved in that specific setting. The responsibility for managing the school environment lies with the school management, teachers, students, and other education stakeholders. Environmental management practises encompass a range of activities, including but not limited to

appropriate waste disposal and management, personal hygiene, maintaining a litter-free environment within and around schools, and ensuring that students follow environmental health and safety guidelines and precautions.

Values education is widely recognised as an effective method for fostering social reform in Nigerian society. Nevertheless, in the present era, values and values education appear to be facing significant challenges in upper basic education level schools and Nigerian society. These challenges are primarily caused by a deficient value environment and the perceived inadequacies of Social Studies in Nigeria in achieving its educational goals.

Environmental management practises in and around schools entail the systematic implementation of measures and protocols to identify dangers and minimise accidents and exposure to dangerous circumstances and substances. The training programme encompasses instruction on accident prevention, accident response, emergency readiness, and the utilisation of protective apparel and equipment within and in the vicinity of the school's premises (Sheffield & Uijttewaal, Stewart and Galvez, 2017). Teachers at higher basic education level schools (JSS1-3) employ several environmental management practises. Some environmental management practises include conducting environmental impact assessments (EIAs), maintaining records and reports of policies and risk assessments in schools, ensuring compliance with environmental laws and regulations, implementing measures to prevent and mitigate accidents in schools, establishing effective drainage systems and waste disposal methods, implementing control mechanisms to monitor activities within and outside the school environment, promoting landscaping and planting of flowers or trees, and utilising external channels to share information on environmental safety. Some examples of these strategies include mass media and social media. Additionally, measures such as preventing various forms of pollution (such as air, water, and noise pollution), regularly cleaning the school property and removing grass, regularly fumigating the environment, and painting school structures are also implemented.

In the 21st century, Nigeria is seeing a significant rise in social

vices and related problems mostly caused by the deterioration of its core values (Ezegbe, 2010). The core values include respect for elders and constituted authorities, honesty, diligence, prudence, hard work, hospitality, tolerance, obedience, integrity, contentment, probity, fairness, justice, equity, courage, modesty, sympathy, transparency, perseverance, accountability, patriotism, and responsibility (Makinde, 2017). As a result, there is a noticeable increase in instances of cheating during exams, involvement in cult activities, skipping classes, disrespectful behaviour, disobedience, lack of discipline, and a general lack of respect among secondary school pupils, both at home and at school (Ikwumelu, Mbang & Oyibe, 2015). Regardless of the previously listed factors, values education continues to hold significance in schools. Values education refers to deliberate educational activities aimed at cultivating attitudes, skills, ethics, morality, and appropriate behavioural patterns in pupils (Nwaubani, 2010). Values-oriented education is a powerful means of social reform that focuses on developing the character of students (Otonti, 2014). Values education include educational activities, programmes, and events that aim to foster fundamental humanitarian values such as respect, responsibility, justice, honesty, solidarity, tolerance, and peace (Eksi, 2014).

Objectives of the Study

This examined values education and environmental management practices of Social Studies teachers in upper basic education level schools in Ika South Local Government Area of Delta State. The specific objectives are to:

- i. identify some impacts of values education in upper basic education level schools; and
- ii. find out environmental management practices utilized by Social Studies teachers in upper basic education level schools.

Research Questions

The following questions were answered in this study:

- i. What are the impacts of values education in upper basic education level schools?
- ii. What are the environmental management practices utilized by Social Studies teachers in upper basic education level schools?

Hypotheses

- H₀1: There is no significant difference in the mean rating scores of upper basic education level schools' male and female Social Studies teachers on impacts of values education in Ika South LGA of Delta state; and
- H₀2: There is no significant difference in the mean rating scores by Social Studies teachers in urban and rural locations on environmental management practices utilized.

Methods

This study utilised a descriptive survey approach to examine the values education and environmental management practises of Social Studies teachers at upper basic education level schools (JSS 1-3) in Ika South LGA of Delta state, Nigeria. Ika South Local Government Area is a constituent of Delta State, Nigeria, among numerous other local governments. The inhabitants of Ika South are those who speak the Igbo language. The study sample consisted of 96 Social Studies educators from the upper basic education level schools, specifically JSS 1-3, in the Ika South Local Government Area of Delta state, Nigeria. The sample consisted of 48 Social Studies teachers. The samples were obtained by the utilisation of simple random and cluster sampling methodologies. The data collection instrument utilised in this study was a custom-designed questionnaire called the 'Values Education and Environmental Management Practises of Social Studies Teachers Rating Scale (VEEMPSSTRS)'. The questionnaire consisted of 30 items rated on a 4-point scale. The face and content validities were verified by three specialists affiliated with Delta State University, Abraka, and Cronbach. Alpha was employed to determine its reliability at a value of 0.82 indices. The mean was utilised to address the research inquiries, while the

hypotheses were examined using t-test statistics to determine the significant disparities between the study variables at a significance level of 0.05.

Results

Research Question One: What are the impacts of values education in upper basic education level schools in Ika South LGA of Delta State?

Table 1: Mean and standard deviation on impacts of values education in upper basic education level schools in Ika South LGA of Delta State

S/N	Items	Male Social Studies Teachers			Female Social Studies Teachers		
		Mean	SD	Decisions	Mean	SD	Decisions
1.	Values education exposes the students to right and acceptable behaviours	3.21	1.0	Agree	4.09	1.09	Agree
2.	Values education makes the students to respect their elders.	3.42	1.3	Agree	2.90	1.21	Agree
3.	With value education, the students respect constituted authorities.	3.11	1.2	Agree	3.51	1.22	Agree
4.	It makes the students to understand the importance of living a good life.	3.05	1.2	Agree	2.71	1.39	Agree
5.	The teaching of values education exposes the students to good hygiene.	4.00	1.3	Agree	3.10	1.34	Agree
6.	With value education, the students understand how to avoid irresponsible peers.	2.92	1.2	Agree	3.06	1.8	Agree
7.	Values education makes the students to be honest, truthful and straight forward.	3.01	1.2	Agree	2.76	1.3	Agree
8.	Values education makes the students to be exposed to decent opposite sex relationship.	2.96	1.00	Agree	2.84	1.2	Agree

1.	It makes the students to know that if you take something that does not belong to you, you will be referred to as a thief.	3.00	1.4	Agree	3.08	1.6	Agree
2.	Values education makes the students understand moral behaviours	4.09	1.6	Agree	3.22	1.7	Agree
Grand Mean		3.28	1.2		3.33	1.4	

Result in Table 1 shows that all the items scored above 2.50. This implies that values education exposes the students to right and acceptable behaviours, make the students to respect their elders, respect constituted authorities and help the students to understand the importance of living a good life. The teaching of values education exposes the students to good hygiene, make students understand how to avoid irresponsible peers, help the students to be honest, truthful and straight forward. Values education makes the students to be exposed to decent opposite sex relationship, teach the students to know that taking something that does not belong to them amounts to stealing. Values education makes the students understand moral behaviours. The above results are some of the impacts of values education in upper basic education level schools.

H₀1: There is no significant difference in the mean rating scores of upper basic education level schools' male and female Social Studies teachers on impacts of values education.

Table 2: t-test on upper basic education level schools' male and female Social Studies teachers on values education

Variables	N	Mean	SD	t-cal	t-crit	P	Decision
Male Social Studies Teachers	20	3.28	1.2	0.47	1.96	0.05	H ₀ not rejected
Female Social Studies Teachers	28	3.38	1.4				

The result of the t-test presented in table 2 shows the calculate t-value 0.47 is not significant at 1.96. The null hypothesis is not rejected and the researcher concludes that there is no significant difference in the mean scores of upper basic education level schools' male and female Social Studies teachers on impact of values education.

Research Question Two: What are the environmental management practices utilized by Social Studies teachers in upper basic education level schools?

Table 3: Mean on environmental management practices utilized by Social Studies teachers in upper basic education level schools

S/N	Items	Mean	SD	Decisions
1.	Regular inspections on all school materials brought into the school	3.4	1.2	Agree
2.	Ensuring the students' do not bring in any harmful object into the classroom	3.21	1.7	Agree
3.	There are efforts to ensure that there are no damaged electrical appliances within and around the schools' environments	3.08	1.1	Agree
4.	We are committed to the advancement of environmental safety culture	3.11	1.4	Agree
5.	Appropriate usage of school equipment and facilities is promoted.	3.09	1.1	Agree
6.	Regular update on available health and safety measures.	2.92	1.3	Agree
7.	It is important provide information to students' about available security challenges within and around the school environment and the wider society	4.01	1.6	Agree
8.	Students are encouraged to report potential problems to schools' authority	3.07	1.1	Agree
9.	Students are given adequate orientation on the importance of self-safety and self-security that is security consciousness	3.23	1.7	Agree
10.	Spoilt school facilities are kept away from the students	3.41	1.6	Agree
	Grand Mean	3.26	1.40	

Table 3 shows that all the items scored above 2.50. This implies that regular inspections on all school materials brought into the school, ensuring the students do not bring in any harmful object into the classroom, preventing the damage of electrical appliances

within and around the schools' environments, commitment to the advancement of environmental safety culture; promotion of appropriate usage of school equipment and facilities, regular update on available health and safety measures are all visible environmental management practices in the school. It also provides important information to students about available security challenges within and around the school environment and the wider society, encouraged students to report potential problems to schools' authority, giving adequate orientation on the importance of self-safety and self-security that is security consciousness. Finally, school environmental management ensured that spoilt school facilities are kept away from the students so as to prevent casualties.

H₀2: There is no significant difference in the mean rating scores by Social Studies teachers in upper basic education level schools in urban and rural locations on environmental management practices utilized.

Table 4: t-test on environmental management practices on urban and rural locations

Location	No.	Mean	SD	t-cal	t-crit	P	Decision
Urban	24	3.11	1.7				
Rural	24	3.09	1.6	0.92	1.96	0.05	H ₀ not rejected

Table 4 presented shows that the calculated t-value 0.92 is not significant at 1.96. The null hypothesis is accepted and the researcher concludes that there is no significant difference in the mean scores of environmental management practices utilized by Social Studies teachers in upper basic education level schools in urban and rural locations.

Discussions

The findings demonstrated that values education acquaints pupils with appropriate and socially acceptable behaviours. Values education instills in students a sense of reverence towards their elders and established authorities. It enables pupils to comprehend

the significance of leading a virtuous life by assisting them in developing excellent hygiene habits and avoiding detrimental practises that are destructive to both human life and the environment. Values education enables children to understand how to avoid associating with irresponsible peers, thereby fostering honesty, truthfulness, and straightforwardness. Values education exposes kids to healthy relationships with the opposite sex and encourages them to avoid inappropriate attire. It helps kids understand that appropriating something that is not theirs is theft. Moreover, values education enables pupils to comprehend and adhere to ethical conduct that is deemed appropriate within society.

The t-test result in Table 2 indicates that the calculated t-value of 0.47 is not statistically significant at the threshold of 1.96. The null hypothesis is upheld, indicating that there is no statistically significant disparity in the average evaluation scores between male and female Social Studies teachers at the upper basic education level regarding the effects of values education. This position aligns with the conclusion reached by Celikkaya and Filoglu (2014) about the effects of values education. They suggested that both male and female teachers exerted significant effort in delivering values education in schools. Therefore, by understanding the effects of values education in upper basic education level schools, it is possible to reassign male and female Social Studies teachers and effectively equip students with universally accepted values, morals, ethics, and norms.

The findings also indicated that regular inspections are conducted on all school materials brought onto the premises to ensure that students do not bring any hazardous objects into the classroom. This helps prevent damage to electrical appliances within and around the school environment. The school is committed to promoting a culture of environmental safety and encourages the appropriate use of school equipment and facilities. Additionally, there is a regular update on the implementation of health and safety measures, which is ensured through effective environmental management. Additionally, it furnishes students with crucial information regarding security challenges present both within and

surrounding the school premises, as well as in the broader society. It promotes a culture of reporting potential issues to the school's administration and provides comprehensive guidance on the significance of personal safety and security to enhance overall awareness of security matters. Ultimately, the implementation of school environmental management guarantees the removal of damaged school facilities from the vicinity of pupils in order to avert any potential harm or injuries.

The t-test conducted and displayed in table 4 indicates that the computed t-value of 0.92 does not reach statistical significance at the threshold of 1.96. Thus, the null hypothesis, stating that there is no substantial disparity in the average rating scores between Social Studies teachers in urban and rural areas regarding the implementation of environmental management practises, was upheld. This aligns with the findings of Edo et al (2019), who emphasised the importance of conducting regular inspections on all school materials prior to their admission into the school premises. They also highlighted the significance of constructing fences around schools to ensure the security of school materials. These measures were found to be effectively implemented by teachers and school management. Ikpaya (1987) argued against this viewpoint, asserting that inadequate environmental management practises in schools hinder rather than enhance learning and intellectual growth. The quality of the learning environment often receives insufficient attention, possibly due to a lack of suitable information provided to educational planners and administrators on its crucial role in facilitating learning and intellectual growth.

Conclusion

Various literary works have explored the themes of values education, the environment, and environmental management practises. This study demonstrated that incorporating values education into upper basic education level schools can effectively mitigate the prevalence of social vices among secondary school students and the youth population at large. Social Studies teachers bear the burden of instructing values education and guaranteeing a safe and secure

school environment to facilitate effective teaching and learning. The school's administration and the government should provide sufficient infrastructure and facilities to promote them.

Recommendations

The study's findings suggest that Social Studies instructors in upper basic education level schools should receive comprehensive training on effective methods for teaching values education and demonstrating environmental management practises. It is important to display inscriptions that reflect the acceptable societal values within and around the school premises. Additionally, children should be consistently provided with information regarding environmental safety. It is important to motivate students to follow health and safety protocols in schools. Additionally, regular quality assurance checks should be conducted on school equipment to ensure that they meet the necessary standards for effective and efficient use.

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