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EVALUATION OF INSTRUCTION IN SECONDARY  
SCHOOL SOCIAL STUDIES AND CIVIC EDUCATION -  
ISSUES AND CHALLENGES

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**Abstract**

*Social Studies has been variously described as an affective school-based subject with major emphasis on developing appropriate attitudes and moral values in the learners, making them responsible and morally upright citizens in the society. However, everyday event presently is a pointer to the alarming rate of decline in the socio-civic responsibilities and moral consciousness among the youth, thereby eroding the qualities and potentials needed in the future Nigerian leaders (students). Nigeria continues to witness a continuous decline in civic values and a downward trend in morals, especially among the younger ones. Thus, the question of whether Social Studies and Civic Education have outlived their usefulness becomes pertinent? Consequently, this paper examines the nature of evaluation of instruction in social studies and civic education and the issues and challenges therein. The paper employs analytical approach as its research method. Amidst other findings, evaluation in the cognitive and psychomotor domains have dominated teachers' instructional evaluation to the detriment of the affective domain. The*

*study, therefore, recommended that there should be a balance in the evaluation of the three domains of learning to produce knowledgeable, skilful and at the same time, morally responsible learners.*

**Keywords:** *Evaluation, Socio-civic values;Moral decadence;Social Studies;Civic Education.*

### **Introduction**

It is not an overstatement that no nation can grow beyond the civic values and traits displayed by her citizens. For instance, literature is replete with the fact that many nations across the globe have problems of the low level of civic responsibilities. Similarly, ethical and moral challenges manifesting in social and moral problems are said to be prevalent in every part of the world. This has made the building of a civil society a very great task in different parts of the world (Falade, 2008). Since national development cannot be obtained in a vacuum, but requires human resources among other factors, it is imperative that citizens participate fully in the process of developing the nation which calls for effective discharge of civic responsibilities (Oladiti, 2013).

As obtained in the other part of the world, Nigeria is faced with a continued decline in civic values and a downward trend in morals (Saka & Oyetade, 2011). Irrespective of the anti-corruption crusade going on in Nigeria, a lot is still being seen daily as regards fund mismanagement, fraud, bribery and other corrupt practices. Yemi Kale, the Statistician-General of the Federation and Chief Executive Officer, Nigerian National Bureau of Statistics, who embarked on a project titled *National Corruption Survey 2017* sought to analyze corruption in Nigeria in a survey study. The result was produced in the form of infographics on his official Twitter page. The graphic explains and shows statistics of the various workings of corruption in Nigeria. According to the graphics, the prevalence, frequency and average number of bribes paid to public official by zone is highest in South-west. It includes Lagos, Ogun, Osun, Oyo, Ekiti and Ondo states. A similar situation was obtained in the North-

west Zone, comprising Kaduna, Zamfara, Kano, Katsina, Jigawa, Kebbi and Sokoto states.

Furthermore, between June 2015 and May 2016, Nigerians gave out about N82 million in bribes alone, especially in the public sector. It was also exposed that almost 52% of Nigerians paid bribes when in contact with a public official with the most common bribes paid to police officers and the least paid to Nurses. The youths are not exempted from this civic problem. Empirical studies have shown that youths are finding it increasingly difficult to lead desirable ways of life, particularly in the areas of morality, peaceful living, civic responsibility, human relationship, respect and tolerance of others' opinions, obedience to constituted authority and examination rules and regulations. Generally, their level of civility and morality have remained low (Kehinde-Awoyale & Jekayinoluwa, 2012). For instance, the Imo State Police Command arrested a 19-year old serial burglary suspect, Chidiebere Okpara at Obodoukwu, Ideato North Local Government Area of the state (Punch, 16th October 2017). The teenager who belonged to a gang that specialises in burgling houses when the occupants are not around has been on the wanted list of the police for the time being. Similarly, Adesoji (2017) reported that 30 young people were arrested by the security authorities of Ghana for their alleged involvement in cybercrime and that 29 of the arrested suspects were Nigerians. About N127 billion was the estimated loss to cybercrime in Nigeria in 2015. Nigeria ranked third in global internet crimes behind the United Kingdom (UK) and United States (U.S) (Danbatta, 2017).

The situational analysis of Nigerian society in the present dispensation calls for a re-visitation of civic values and traits in Nigeria. This can only be effectively done through education as a vehicle. Education has been described as an instrument par excellence for achieving national goals (FRN, 2013). Author (2009) states that the sole purpose of education is to develop a sound mind in a sound body, to teach the virtue of oneness, decency in public life and good manners and behaviour; to mention few. Kehinde-Awoyale (2013) corroborates Author's view by stating that the goal of education is not to cosmetically furnish the mind to produce doctors

and engineers but to develop and inculcate the virtue of what is right, the sense of duty, honour, love of God and humanity.

By and large, since every child possesses the potential to become the builder of an ideal society, what is required is a proper mode of education to mold the child in a way to become a useful and responsible person. According to Hayward (2005) in an editorial of the *Manilla Bulletin*, character training, crime and other forms of behavioural aberration somehow reflect on the educational system of the schools, like the home and the church which molds the character of the young and counter the unwholesome influences of the environment. For this reason, schools should not only impart knowledge and skills but also develop civility and good morals in learners.

Social Studies as an integrated school subject in Nigeria has the potentials to contribute to the building of a sound moral society. Social Studies emphasises free and democratic society; a united, strong and self-reliant nation; a great and dynamic economy and a land of bright and full opportunities for citizens as stated in the National Policy on Education (Falade, 2007). It is clear that the ultimate goal of integrated Social Studies is to nurture in learners, good citizenship with full emphasis on the development of those rational habits of mind and human attitude that should enable individual learners to make informed decisions about personal and social matters. To be more precise, Social Studies, by understanding human relationships aims at producing citizens with skills, competence, moral values and reasoned judgement to effectively live, interact, interrelate and contribute positively to the social, economic, political and cultural development of the Nigerian society (Akintunde, 2008).

Value-reorientation which is one of the major objectives of the National Economic and Empowerment Development Strategies (NEEDS) led to the review and restructuring of the existing primary and junior secondary school curricula into a 9-year Basic Education Programme by the National Council on Education in the year 2007. The newly approved curriculum is referred to as the Universal Basic Education (UBE) curriculum. An important aspect of the new UBE curriculum was the introduction of new school subjects at the Lower,

Middle and Upper Basic Education levels. This was responsible for the re-emergence of Civic Education, as a separate school subject, at the primary and secondary levels of education. Until 2007, Civic Education was taught as part of Social Studies Education. Commenting on the re-introduction of Civic Education as a compulsory subject, Sam Egwu, a former Minister of Education declared that it was part of President Umaru Yar'Adua's 7-point agenda geared towards the enhancement of human capital development.

It is imperative to also state it here that there is a philosophy behind the introduction of Social Studies education as a functional and qualitative curriculum design in all primary, secondary and teacher training institutions in Nigeria. The philosophy stresses that the acquisition of its ideals, virtues and values by the young school learners must not be a chance affair (Onuoha & Okam, 2011). These virtues of human development, according to the Federal Republic of Nigeria (FRN, 2004) in the National Policy on Education have to be learnt and cultivated by way of classroom instructions and evaluation procedures. The policy on education endorses the need for Social Studies education to be geared towards equipping the individual with the necessary wherewithal not only for cultivating civil responsibility but also for creating avenues and opportunities germane and compatible with human and social development (Onuoha & Okam, 2011).

The National Policy on Education (2004) and National Council on Education (2007) accepted that Social Studies and Civic Education are capable for inculcating norms and values of active citizenship amongst young learners in schools. The probing question is to what extent has these objectives been fully achieved? This is necessary because of the continued decline in civic values and a downward trend in morals in Nigeria (Saka & Oyetade, 2011). Moreso, Nigeria, just like many countries of the World is perceived as a conflict-prone society and the youths are at the heart of most violent conflicts in the country (Kehinde-Awoyele & Jekayinoluwa, 2012). According to Kehinde-Awoyele and Jekayinoluwa, youth violence in Nigeria has resulted into murder, theft, kidnapping,

bombing and casualty of billions of naira, loss of properties and killing of innocent citizens.

Most of the empirical studies and data available in this direction (Kazi, 2004; Ahmad, 2011; Philip-Ogoh, 2011; Onuoha & Okam, 2011; Oladiti, 2013; Adedigba & Wahab, 2015) have demonstrated that Nigeria is yet to achieve the virtues and civic values intrinsic in these subjects. The results and data established in these empirical studies are considered regarding the extent at which classroom dispensation of the Social Studies and Civic Education curricula have been successfully used in grooming young learners in the acquisition of desirable norms and values of citizenship education. These results specifically examined Social Studies and Civic Education evaluation procedures. Findings have criticised the classroom trend in Social Studies and Civic Education which emphasises achievements and acquisition of objectives established in the cognitive domain while attainment that impinges on the affective and psychomotor domains are either seriously neglected or relegated to the background. The determination or measurement of the extent to which students retained factual points or memorised someone else's ideas is largely focused on. Hence, systematic efforts on the part of Social Studies and Civic Education teachers to collect evidence of a student's progress in both the affective and psychomotor objectives is faintly or not considered at all.

Based on the strength of these findings, this paper to examine evaluation procedures in Social Studies and Civic Education, the importance and challenges of its usage in Nigeria secondary schools, and what can be done to ensure the evaluation of all the three domains of instruction (mostly affective domain) in these subject areas in order to enhance civic values and morals in Nigerian citizens starting from the young ones.

### **The Concept of Evaluation and Learning Domains in Social Studies and Civic Education**

Evaluation is inevitable in all fields of study where judgments need to be made. It is an everyday process, hence, it is a way of life in the society and a sort of checks and balances mechanism. Israel (2007) defines evaluation as the appraisal of the worth or value of a thing

or action and the making of appropriate decision by such appraisal. Obasi (2009) sees evaluation as the process of securing information about something in order to determine the value of the evaluated. As an aspect of the teaching-learning process, Keachie (2005) explains evaluation as a systematic process of determining the extent to which students achieve instructional objectives. Evaluation, therefore, is the systematic process of collecting evidence to determine whether changes are taking place in learners as well as determine the amount or degree of change in individual students. It is an all-inclusive concept, as it tends to indicate all kinds of teacher's efforts and all kinds of means to ascertain the quality, value, and effectiveness of desired learning outcomes.

Both Social Studies and Civic Education share the similar instructional objectives of developing responsible citizenry, hence the evaluation of both school education programmes is to find out whether their overall objectives have been achieved or not. Evaluation can be classified into three segments based on the stage at which it is carried out in the course of teaching and learning process. The evaluation may be carried out at the beginning of a lesson (diagnostic evaluation), during the lesson (formative evaluation) and at the end of a lesson (summative evaluation) (Philip-Ogoh, 2011). It is imperative to state that teachers should develop lesson objectives in clear, specific, measurable and observable terms. Besides, the objectives must cover all the educational domains of learning.

Learning domains are the aspects where changes are expected to manifest in the behaviour of the learners after an educational encounter. Bloom in Ololobou (2004) categorised this change in behaviour into three: the cognitive (knowledge) domain, affective (attitude) domain and psychomotor (skills) domain. A detailed description of each of these three learning domains in Social Studies and Civic Education is provided by Ajiboye (2009); Okafor and Arinze (2011) thus:

### **The Cognitive Domain**

The cognitive learning domain has to do with a person's intellectual ability. This has to do with the knowledge of specifics; for instance, facts and terminology, concepts, generalization, principles and

structures. For example: in Social Studies and Civic Education, definitions and explanation of concepts like Citizenship; Fundamental Human Rights, Nigerian Constitution; National Economic Resources; National Identity; Environmental Pollution; Cultural Integration; Representative Democracy; to mention but few. are demanded from students. These cognitive or intellectual skills are those skills which make use of direct experiences of the learners, or what is already known, and which utilises higher level thought processes or procedures. In the Bloom's taxonomy of educational objectives, the intellectual ability is classified into the hierarchy of comprehension, application, analysis, synthesis and evaluation. A student who can perform at higher levels of taxonomy is adjudged to be demonstrating a more complex cognitive thought.

### **The Affective Domain**

The affective learning domain addresses learner's emotions toward learning experiences. A learner's attitude, interest, feelings and values are demonstrated by affective behaviour which is organized in a hierarchical format beginning from simplest and building to most complex. Bloom, Benjamin and Krathwool in Orakwue (2002) and Nnadozie (2005) divided the affective domain objectives into the following achievable categories: receiving, responding, valuing, organizing and value-complexing. Some important affective behaviour which can be developed in the learners through Social Studies are: love of our physical environment and the rational use and conservation of the resources it offers us. Furthermore, it has to do with the appreciation of the fact that people are different from one another, but we all need one another to survive. Concepts like togetherness, comradeship, cooperation and interdependence; hardwork, fair play, trust; honesty, integrity and chastity are thought in Social Studies. The Civic Education curriculum contents as outlined by the Nigerian Educational Research and Development Council (NERDC) (2007) within this: Right Attitudes to work; Human Right Abuses, Traffic Rules and Regulations; Electoral Malpractices; Obligations of Citizens; and Social Values.



### **The Psychomotor Domain**

This learning domain combines mental and physical activity of the learners, resulting in a performance. The psychomotor domain is skilled-based. This physical behaviour according to Ajiboye (2009) is learnt through imitation and repetitive practice. The skill domain can be classified into five parts, namely: perception through the five senses; mental, physical and emotional set or readiness; students guided response through imitation, trial-and-error practice; innate mechanism based on cultural habits; complex or intricate overt response and origination of skill by the learners. However, in Social Studies as in Civic Education, the psychomotor domain is mainly social skills. The social skills to be developed or evaluated include Research skill; Problem-solving skill; the skill of oral and written presentation; observation skill; the skill of drawing and interpreting maps; the skill of reading pictures; and dramatising skill, to mention but few. The manifestation of these skills can only be observed by the teacher in the class through activity-based methods of instruction.

### **Evaluating Affective Learning Domain in Social Studies and Civic Education**

As other domains of educational objectives (cognitive and psychomotor) are commonly evaluated by teachers using various evaluation instruments like an essay and objective tests, so also, the affective educational objective ought to be evaluated by teachers, most especially, Social Studies and Civic Education teachers using various affective evaluation instruments. Affective evaluation instruments which can be used to evaluate attitudes and values in Social Studies as well as in Civic Education are listed according to Dubey in Chikwelu (2007) and Orakwue (2002) thus: observation, checklists, rating scale, sociometric device, behavioural record (anecdotal record), Likert scale, interview, to mention few.

Observation as an affective evaluation tool is more than casual look on things and events. Instead, it involves a careful watch, noting down what was seen and comparing each student's attitudes, feelings, interests, and relationships with peers and other class members within and outside the classroom. It is therefore very systematic and orderly as the teacher observes the students

individually (without informing them) bearing in mind the traits to be evaluated (Bozimo&Ikwumelu, 1999).

A checklist is used in evaluating the presence or absence of certain attitudes in the learner. It is a recording device used by teachers for an evaluation based on observation. Specific attitudinal traits are identified in the checklist, and through observation, it is checked whether the traits are displayed or not in the learner. Checklists provide useful general measures of attitudes and values in learners (Akinlaye; Mansaray& Ajiboye, 1996).

A rating scale is an affective evaluation instrument that can be used to show the degree at which particular traits are present in a student or the quality of trait or behaviour being rated. Rating scales can be filled out while the observation is being made, or immediately after the observations are implemented. To ensure the objectivity of judgment, it is advisable that they should be filled while observing. Sociometry is an evaluation technique used in evaluating progress in social relations and changes in the social structure of a particular group of people. Since human behaviours change often, the sociometric device is normally applied more than once to a particular group to ensure its reliability. This device can be used to determine how co-operative and sociable an individual student is. Behavioural record or anecdotal record is a description of specific incidents or situations regarding the behaviour of individual students. One thing is known, that attitudinal traits (aptitudes, interests, opinions, beliefs, feelings and values) are internal conditions, whose existence can only be detected on the basis of inference, or on the basis of observed behaviour (Akinlaye; Mansaray&Ajiboye, 1996). Likert attitudinal scale is an affective evaluation instrument used by the teacher to determine varying levels of students' personal opinions and beliefs on topical issues. This scale asks student's opinion on whether they: Strongly Agree (SA) – 4 points, Agree (A) - 3 points, Disagree (D) - 2 points, Strongly Disagree (SD) – 1 point. This evaluation instrument helps the teacher to determine the extent to which the students agree or disagree on an issue.

Interview is another instrument of evaluation which can be used to assess student's feelings, opinions and belief as regard a

particular topical issue. It is a one (teacher) to one (student) oral questioning to elicit answer (information) from the interviewee. In Social Studies and Civic Education, interview can be conducted to measure the attitudes of students on concepts like electoral malpractices, obligations of citizens, interdependence, integrity, fairness, traffic rules and regulations, to mention few. Any of these affective evaluation instruments can be used solely or combined by the teacher to evaluate the students' affective development most especially, in Social Studies and Civic Education programmes.

### **Importance of Affective Domain Evaluation in Social Studies and Civic Education to Learners and the Society.**

The development and evaluation of affective domain is the hallmark of Social Studies and Civic Education, because the overall aim of teaching both the subjects is to make learners functional and responsible citizens. Also, to prepare young learners for effective participation in society. If teaching for knowledge is done to the exclusion of attitudinal objectives, it may actually jeopardize improvement in the thinking and decision making processes (Akinlaye; Mansaray & Ajiboye, 1996). For instance, evaluation of students in affective domain helps the teacher to determine the extent to which his/ her students have developed logical ability, think critically and imbibe the desired virtues of honesty, fair play, hardwork, cooperation, chastity, tolerance, to mention few (Okafor & Arinze, 2011).

A good citizen should not only possess the requisite knowledge and skills that would enable him lead a meaningful life in society. The citizen should also imbibe those values and attitudes that are treasured by society. Confirming this assertion, Akinlaye; Mansaray and Ajiboye (1996) averred that it is when generations of learners continue to imbibe and nurture these values and attitudes that the society is assured of survival. In similar vein, the second aim of Nigerian education stresses "the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society (National Policy on Education, 2004). In like manner, the National Policy on Education (2013) Section 1, Paragraph 6a identifies as one of the goals of education the "development of the

individual into a morally sound, patriotic and effective citizen". These give a clear indication of how important values and attitudes are considered in the education process. It is not an over-statement that among all the subjects on the school time-table, Social Studies and Civic Education place so much emphasis on the development of desirable attitudes and values. Both subjects aim at social attitude formations that are achievable through evaluation.

It is instructive to note that attitude like many other components of behaviour, are abstractions because they are not directly observable. For instance, it is not possible to see prejudice, happiness, love, hatred, discrimination, bias, or joy; but one can observe the behaviours of one who possesses any of the traits. Thus, on the basis of observation (which is one of the affective domain instruments) of a learner's consistent behaviour pattern to a stimulus, a teacher could conclude that such a learner displays good or bad attitude.

Again, many social psychologists claimed that personality and attitude patterns are formed in the early years of the child's development, and are firmly established and integrated by the time the child gets to secondary school. To this, Onuoha (2009) in line with other Social Studies educators, argues that the most important goal of Social Studies is the development of socio-civic attitude and values in children. Children at their early years of development are exposed to value-laden subjects (Social Studies and Civic Education) in order to form or develop desirable societal values and attitudes which they grow up with. As such, affective domain evaluation in Social Studies and Civic Education therefore becomes pertinent as it reveals the extent to which desirable values and attitudes have been imbibed in the students. Thus, through affective evaluation, student's positive attitude is encouraged while negative attitude is discouraged by the teacher.

The suitability of Social Studies and Civic Education in promoting values and attitudes has been canvassed. For instance, Joof (2010) attributed right value and attitude promotion in learners largely on the emphasis on the affective domain of education. However, this domain of education cannot be taught the way other domains (cognitive and psychomotor) are taught because they are not facts that teachers just tell their students and expect

them to imbibe. Consequently, there are a number of appropriate methods to the teaching and development of affective education in Social Studies and Civic Education, prominent among which are: value clarification, value analysis, value identification, moral development approach, to mention few. Research on need assessment of value-laden methods reveal that these methods are effective in teaching value-laden topics in Social Studies and Civic Education. For instance, Omiyefa (2016) worked on value-analysis method, Kehinde – Awoyele (2013) worked on moral development approach, Wahab (2011) and Ogunbiyi (2006) worked on value clarification method respectively. Their results confirmed the effectiveness of value-laden methods in teaching moral and value-laden topics in Social Studies and Civic Education. Evaluation in the affective domain also helps to evaluate the effectiveness of both Social Studies and Civic Education programmes. The result of the evaluation is used to determine how well and desirable the programmes are, where there are lapses and how to reposition the programmes to meet up with expectations.

### **Challenges Confronting Evaluation of Affective Domain in Social Studies and Civic Education in Nigerian Schools**

Evaluations in the cognitive and psychomotor domains have continued to dominate teachers' instructional evaluation in Nigerian schools to the detriment of affective domain. Confirming this, Okafor and Arinze (2011) observed that, Nigerian students develop the cognitive and psychomotor abilities at the expense of the other domain. Many teachers do not know how to evaluate affective instructional objectives. According Okafor and Arinze, some that know how to evaluate affective instructional objectives see it as being tedious, hence, many subject teachers do not go beyond the domain of intellectual development (cognitive domain). No wonder that at times, the best student in a particular subject may be found out to be morally bankrupt (Adedigba & Wahab, 2015). It is therefore very alarming that institutions of learning are turning out graduates who are intellectually sound but morally poor every year (Ayodele-Bamisaiye, 2009).

Affective objectives evaluation which bothers mainly on the change in behavioural patterns does not easily occur. In many cases, they cannot even be easily achievable in a particular classroom period. More so, a teacher may not even notice any change in behaviour till the end of the term. Due to this, many impatient teachers easily abandon the practice and the idea. This is not without its effects on affective evaluation per se. Attitudes, like many other components of behaviour – values, morals, likes, dislikes, feelings and beliefs are abstractions, although they are real enough to the individuals who hold them. This, therefore, makes changes in them not to be easily observed. As a result, proper recording and measurement of behavioural change become difficult. Thus, inhibiting the success of affective domain evaluation in most cases. Furthermore, attitudes and values tend to exist in constellations or distinguished assemblages, not as independent characters. With individuals, the complex connections between attitudes and values exist, and to attempt to change a particular attitude has implications for the whole assemblages of attitudes. For such reasons, changes in attitudes and values, if they do occur, are likely to occur very slowly and over a long period.

As at present in Nigerian schools, teachers are provided with assessment cards where they are expected to assess learners' behaviours on a five-point scale. However, the general practice in many schools is just entering of arbitrary figures for learners to comply with the stipulated instruction. This kind of evaluation of affective domain is worse than useless in that one can adjudge a well-behaved child negatively while awarding high scores to a badly behaved child – a practice that will surely defeat the purpose of evaluation as rightly observed by Dada (1999).

In the same vein, many teachers most especially, Social Studies and Civic Education teachers lack adequate training in the application of affective evaluation especially as it pertains to the making of effective inferences (Ajiboye, 2009). To a teacher not trained properly in this aspect, the exercise becomes difficult and boring. Infact, many teachers use cognitive evaluation instruments (objective and essay tests) to evaluate value-laden topics and concepts. This is not appropriate. The fact that a learner can define

the concept of “honesty” correctly does not mean that he is honest. Many teachers still use modified traditional method in imparting values and attitudes unto the learners. Hence, affective objectives of these subjects have not been achieved as expected. Moreso, most parents are not helping the situation regarding their reactions to the affective and psychomotor results of their children. Even, when the columns for these domains are properly filled by teachers in students’ assessment cards, most parents show less concern, they are rather after the cognitive result of their wards. The preceding among others are militating against effective evaluation of affective domain in both Social Studies and Civic Education as school subjects.

### **Conclusion**

It has been proven that Social Studies and Civic Education have potentials of eradicating the prevalent low level of civic responsibilities and immorality in Nigeria. However, this is possible only if the performance objectives of the subjects are properly evaluated. Findings have shown that evaluation in the cognitive and psychomotor domains have continued to dominate most Social Studies and Civic Education teachers’ instructional evaluation to the detriment of the affective domain. This no doubt, has made most Nigerian students develop mainly in the cognitive domain and partly in the psychomotor domain, to the neglect of affective domain which invariably results in incivility and immorality. This, therefore, calls for balance in the evaluation of the three domains of learning. If the affective domain is effectively evaluated, it will enable the Nigerian citizens to imbibe socio-civic values like honesty, tolerance, hardwork, dignity, fairness, discipline, cooperation, patience and norms which are all ingredients for the functional and responsible citizenry. As no nation can rise beyond the civic values and moral traits demonstrated by her citizens, sustainable civic and moral values, therefore, constitute the necessary foundation of a virile nation.

### **Recommendations**

Arising from the identified challenges confronting evaluation of affective domain in Social Studies and Civic Education, it is pertinent

that Social Studies and Civic Education teachers should be sponsored to attend seminars, conferences and workshops where various Social Studies and Civic Education evaluation techniques most especially, those instruments used in evaluating affective domain are extensively exposed. For a teacher to also have comprehensive information about a student, he/she should evaluate all the three domains of learning that is, cognitive, affective and psychomotor. However, affective evaluation instruments like observation, checklist, anecdotal record, rating scale, interview, and sociometry, to mention few should be applied when evaluating affective domain in Social Studies and Civic Education. School report cards for primary and secondary school learners already have columns where scores on their behaviour and attitudes to school activities during the term could be entered. Teachers should therefore endeavour to fill these columns with all sincerity to promote affective domain of the learners. Promotion to the next class or academic progress of students should not depend upon cognitive aspect only. The behavioural lifestyle of learner should also be seriously looked into as part of criteria for academic progress. Learners who exhibit high moral standard should be rewarded to encourage others to do same. Evaluation of Social Studies and Civic instruction should be a continuous process and not fixed on weekends, mid-terms and at the end of the term only. For affective evaluation, students should not be foretold to avoid behaviour pretense on the part of the students. Social Studies and Civic Education teachers should be aware of the fact that their subjects are more of affective than cognitive, hence the need to use value-laden methods like value clarification, value analysis, and value identification, (to mention few ) so as to develop desirable and sustainable attitudes and values in their learners. Going by all these, it is expected that laying more emphasis on the affective aspect of evaluation will go a long way in promoting desired moral, norms, values, and the right type of attitudes capable of improving the citizens and the society at large in the learners. This will also boost the nation's development and virile status in the comity of nations.



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