

SOCIAL STUDIES AND SCIENCE EDUCATION AS EFFECTIVE MEANS OF PROMOTING SUSTAINABLE DEVELOPMENT STRATEGIES IN AFRICAN REGIONS

¹Gele Saule Antak Matthew (PhD) & ²Gwimi Sebastian Peters (PhD)
¹S. M. Gele & CO Divine Chambers
NO. 164 Dagiri Students Villa, P. O. BOX 196,
Gwagwalada, F. C. T. Abuja Nigeria West-Africa.
²Code of Conduct Beaurues Federal Secretariat Phase 1,
Central Area Abuja, Nigeria West Africa

Abstract

The paper cursorily explained the concepts of Social Studies and Science Education, Social Studies as an inquiry process, Social Studies as a Social Science and Social Studies as reflective thinking has positive perfect correlated relationship with Science Education. The approaches adopted in Social Studies and Science Education could be applied for the purpose of Sustainable Development Strategies in African Region, Research, Observation Inquiry Process, Experimentation, Questioning, Discussion, Demonstration and Problem Solving Strategies could be applied to discover the causes of the problems of Bribery, Corruption, Tribalism, Boko Haram Insurgency, Terrorism, Militarism, etc that are hindering Sustainable Development in most African Nations. The paper looked at most African Nations as Regions without adequate Institutions of Learning, Health Care Facilities, Good Roads, Pipe Borne Drinking Water, Electricity, Security for Lives and Properties, and Regions that citizens suffered unemployment syndromes because few African leaders have stolen the African Currencies and kept in other Foreign Banks for selfish interest. The paper advanced suggestion for Sustainable Development Strategies in African Nations through inculcating the Spirit of National Consciousness among African Citizens in Institutions of Learning.

Keywords: *Social studies, science education, effective, means, sustainable, development strategies.*

Background to the Study

Social Studies is a discipline that integrated the ideas and meaningful concepts of various traditional Social Sciences such as History, Geography, Economics, Sociology, Anthropology, Political Science, Religion, Philosophy, Psychological Civic Education, Government, Agriculture and various humanities in the lives of the citizens for effective Socialization in the contemporary Global World. According to Gele and Okam (2013) Social Studies provide coordinated and systematic study drawing upon appropriate content from Humanities, Mathematics and Natural Science for the purpose of Sustainable Development of the global democratic Nations. Gele (2012) opines that, the primary aims and objectives of Social Studies is to help the young citizens to develop the ability to make reasoned decisions for the public good and for effective Socio-Cultural, Political, Economic diverse and democratic positive changes in an interdependent world. Gele (2010) posits that Social Studies is a subject discipline designed to promote civic competence in Knowledge, Skills, and Attitudes required of Students to be committed to the positive ideas and various Social Norms, Customs, and Traditions of our contemporary democratic Societies. Gele and Izom (2009) observe that, the teaching and learning of Social Studies Values, Skills, Attitudes, Norms and Knowledge about their immediate Communities, Nations, and the World along with Skills, of Data Collection and Analysis will be the most capable of shaping our future and sustaining as well as improving our young Democratic African Regions.

The concept of Science Education

According to Kranzer (1987) cited in Mustapha (2008) Science Education could be visualized as a tested experience in which the Facts, Conclusions and Generalizations employed in testing that experience have best explained or interpreted the issues and phenomena intrinsic in that experience very effectively and succinctly. Ogawa (1995) observe that, Science Education could be used to display an attitude about point of view which bears on phenomena that assume natural causes for all things that can be detected by the five human senses. Denga (1999) reflects that, Science Education is a discipline that could be used to disclose the attitude of the mind about a feature which has location or placement on the earth's surface. To Boston and Morocco (1997) Science Education constitutes a general method of investigation that encompasses the search for as many as possible of the relevant Facts, Aims, Relationships and the Forming of tentative conclusions that appear to be in keeping with them for the purpose of Sustaining our Democratic Regions. Glimeck (2007) Demonstrated that, Science Education is an eclectic School subject discipline such as Biology, Chemistry, Physics, Agriculture; Mathematic etc. designed to sharpen the minds of young learners in all levels of Educational Institutions so as to become well aware of the environmental problems of their respective Regional African Societies and the entire Global World.

From the forgoing conception of Science Education, it could be deduced that Social Studies and Science Education have positive perfect relationship based on their eclectic nature in assisting the young learners in all levels of Educational Institutions. All the Democratic African Regions to acquire meaningful Knowledge and Skilled that are necessary for building and sustaining our African Regions for the purpose of all round development.

The Eclectic Characteristic Nature of Social Studies and Science Education
Social Studies and Science Education convey the following characteristics as identified by Gele, Izom and Umoh (2014 pp.10-11).

- a. Procedures that are Public and Natural
- b. Definitions that are concise and precise
- c. Methods of data collection and analysis that are objective in nature.
- d. Systematic ways of reporting findings that must be able to be reproduced or replication.
- e. An approach that is inquiring; observation and experiment.
- f. Purposes that make for explanations, understanding and predictions.

The above characteristics of Social Studies and Science Education assist Social Studies and Science Education Teachers at all levels of Educational Institutions in the African Regions to acquire the Strategies of Social Studies and Scientific approaches to problem solving. These skills of problems solving Strategies in teaching Social Studies learners to obtain permanent life Skills, Qualities and Assets. These Skills and Assets are identified by Gele and Gele (2014) pp.319-340 as:

1. The Development of Learners interest, Attitudes and aesthetic awareness of the African Regions.
2. The acquisition of the skills intrinsic in observation, exploring, ordering and Organization of Observations of all the problems facing the entire African Regions.
3. The development of basic concepts and logical thinking skills for the purpose of solving or alleviating the problems of African Regions
4. The posing of questions and devising experiments or investigation into the problems of African Regions.
5. The acquisition of Scientific Knowledge and Learning Skills to assist African Region.
6. The Development of Skills in Community that has been acquired and learned among learners in African Regions.

The forgoing elucidation and expectation of Social Studies and Science Education as Curriculum Designed are based on three basic factors as identified by Gele and Agnes (2014 pp 308).

1. That Social Studies and Science Education and their by Products Technology have great impact upon the lives of all citizens in African Regions and that there are practical reasons for being Scientifically, Knowledgeable on the problems and solutions to the problems of African Regions.
2. That since Social Studies and Scientific Research Exert Massive influence upon the African Regions and the entire Global World; application and devising as well as improving the quality of lives of the citizens on one hand and creating problems of Environmental Control on the other hand, there are compelling Social Reasons for giving learners an understanding of the ways in which science affects their lives,
3. That in as such as Social Studies and Science Education Strategies involve the Creative Talents and Gifted Individuals in African Regions, there are aesthetic reasons for familiarizing learners in all African Institutions of learning with the imagined aspects of Scientific Endeavour.

New Approaches for Teaching Social Studies and Science Education in Promoting Sustainable Development Strategies in African Regions

The Major approaches to the teaching of Social Studies and Science Education have positive bearing on three main perspectives

1. Social Studies and Science Education as bodies of knowledge.
2. Social Studies and Science Education as methods of inquiry.
3. Social Studies and Science Education as positive ways of reflective thinking.

According to Gele and Okam, (2011) these three basic ways are called the Social Studies and Science Education traditions of the new approaches for teaching Social Studies and Science Education through the class room pedagogies will assist in changing the characters of the learners in School across all the African Regions for Sustainable Development.

Inquiry Approaches for Teaching Social Studies and Science Education

Gele and Okam (2011) observe that, the inquiry approach of teaching Social Studies and Science Education usually begins with a doubt or a puzzling situation. This puzzling or doubt situation gingers learners into asking questions about the issues at stake in the teaching and learning situations. These questions may be raised in the form of hypotheses which constitute tentative answer to a problem. For example the puzzling situation could be on why must African leaders are corrupt? Why Nigerians are experiencing terrorism and Boko Haram insurgency? Why are African Regions are facing the problems of unemployment, lack of good roads, lack of adequate means of transportation, lack of good drinking water, lack of good Schools, lack of good hospital, lack of security for life's and properties and lack of free and fair election?.

This issues or problems could lead to a continuous teacher- Students listening or discussion till the learners begins to formulate hypotheses about what happened in the puzzling events. The learners could verify these hypotheses after searching through references and performing or executing some simple experiments. According to Gele and Okam (2011) the inquiry approach can be used when Social Studies and Science Education teachers wants to develop the spirit of inquiry amongst learners. Inquiry approach could be effectively use to promote Sustainable Development Strategies in solving some of the problem solving Approach for teaching Social Studies and Science Education.

The Problem Solving Approach for Teaching Social Studies and Science Education

Problem solving represents a strategy of solving a problem in Social Studies and Science Education scientifically. According to Joshi (2008) problem solving constitutes one of the Strategies for discovering learning. It is largely designed to discourage traditional Demonstration method. It does not lay emphasis in the use of Laboratory experiments. It is an authentic investigatory solution-seeking Strategy. Joshi (2008), disclose that problem solving teaching procedure in Social Studies and Science Education is the minds of Students in such a way as to stimulate purposeful and reflective thinking in arriving at a rational solution. The Strategies of problem solving involves the learners in exploration, questioning, inclusive reasoning, invention and labeling. The Problem Solving Strategies could be applied as a Strategies Sustainable for Development in African Regions.

Demonstration Approach for teaching Social Studies and Science Education
Demonstration approach for teaching Social Studies and Science Education represents a technique that is designed to show or illustrate a procedure, process or phenomenon. According to Okam (2002), Demonstration Strategies in teaching Social Studies and Science Education are expected to provide excellent learning experience for learners. Demonstration activities provide concrete experiences and can be used for structuring future in format for the learners. According to Joshi (2008), the Social Studies and Science Education teachers must meet the following features:

1. Must be visible for all the learners to watch and see what and how the Demonstrate is going on.
2. The classroom or Laboratory must have adequate lightening and ventilation.
3. The size of Apparatus or object of Demonstration should be large enough for clear view by the learners.
4. The teachers must be well versed in knowledge and skills for handling the Apparatus for the Demonstration.
5. The learners must be given ample time to record the data and ask meaningful questions

Demonstration Approach for teaching Social Studies and Science Education could assist in exploring Strategies for Sustainable Development in all African Region. This is because; the learners may acquire practical Demonstration skill that will enable them profound solutions to the problems of African Regions such as Environmental Pollution Control. Bribery and corruption insecurity for lives and properties of the citizens in African Regions.

Laboratory Approach for Teaching Social Studies and Science Education
Osakwe (2012) observes that Social Studies and Science Education Laboratory work is a unique way of instruction and it forms an integral part of effective teaching of Social Studies Science Education. In these Strategies, the teachers only direct and supervise the learners on what to do and how to do it. The learners perform the experiment independently in a Social Studies Laboratory or in a Science Education Laboratory. The learners perform the experiment and observe it and record all their findings. This type of approach in the teaching and learning of Social Studies and Science Education will assist in Sustainable Development of African Region, because it will promote the spirit of team work and pressure on the side of the government authorities to provide the needed Apparatus, Chemicals and other Instructional Resources for Laboratory teaching and learning in our African institutions of learning.

Heuristic Approach for Teaching Social Studies and Science Education
The Heuristics approach for teaching Social Studies and Science Education aims primarily at Developing in the scientific outlook because the Heuristic Strategies are designed to make the learners active independent inquirers and discoverers of knowledge instead of being passive recipient of knowledge. In heuristic Strategies, the teacher poses a problem before the learners. The learners are given freedom to solve the problem independently by providing all essential facilities and instruction for the solution to the problem. The learners may be encouraged to discuss the problem and find solutions to such a problem. African Nations are Nations without adequate electricity power supply, without adequate pipe burn water supply,

without adequate good network of roads and means of transportation, without good Schools, hospitals and adequate security. There are no employment opportunities for graduates and corruption, ethnicity, tribalism, sectionalism, nepotism, are so much practiced. The application of Heuristic approach for teaching Social Studies and Science Education will assist our learners of the African Countries to profound solutions to the problems facing most African Countries.

Challenges of Promoting Sustainable Development Strategies in African Regions through Social Studies and Science Education

Some of the Major challenges confronting most African Countries as young Democratic Nations that relates to issue of achieving greater measures of peace, unity, socio-political and socio-economic instabilities, insecurity, Terrorism, militarism, Boko Haram insurgency, Bribery and corruption, election malpractice, ethnic rivalry and conflicts, Armed robbery, cheating, lack of trust and religious fanaticism among the citizens of African Regions. Osakwe (2010) reflects that African Regions as geopolitical entities have brought together divergently and ethnically different Nations and these African Nations consist of Major and Minor tribal groups in their varying degrees of success or failures. These African Regions with different ethnic groups constitute Centrifugal and Centripetal Forces with a single Policy. This political unhealthiness constitutes Major divisive Forces of great magnitude in terms of African Regions.

At present, all African Nations have embraced Democratic Governance with freedom of expression. However, there are many factors which have been allowed to operate vulgarly within the Social frame work in African Regions which are all dragging or rather tending the African Society towards a situation of Social disorder. Some of these Centrifugal and Centripetal Forces are impinged on religious bigotry, ethnicity, educational imbalance, class feeling and unhealthy competitions among African leaders, corruption, which have persisted in all African Regions to the extent of producing in the minds of the African youths the spirit of insignify, stupidity, economic and political injustice and ruthlessness. Gele (2010) posits that, African Nations and citizens have become so intolerably tensed, and charged with hatred as filed with misfortune and political despair to the extent that most African youths have lost hope and power of balance judgment which is need for getting away from the slough in which the African Nations can only achieve a branded and changed Society through the inculcation of good moral character and positive values of our cherished African traditions and customs into the minds of our young learners in Schools so as to achieve sustainable National Development. Gele (2010) opines that, Education is one of the Major strategies for achieving Sustainable Development in African Region. This is because education is so powerful, education can heal, it can build up Nations and it can lift up individual groups and societies for improvement and continues progress. Therefore the Curriculum content of Social Studies and Science Education are Major tools for promoting Sustainable Development of the African nation: According to Gele (2012, pp 149)

“Whatever you want in the Society, you put it in the School: If you want an honest Society, you teach honesty in the School: That the School is the manufacturer of the Society; that the School is a Minor of the Society; and that the Society is changed by the School”

Dewey (1952) cited in Gele (2010) reflects that it is an established truism that the teaching of Social Studies and Science Education in all levels of education institutions is largely instrumental for transforming developed countries of the world like Germany, Britain, United State of America, Japan, France, Russia, China, India, South and North Korea and many others developed Nations. In the same vain, African Nations achieve Sustainable Development through the teaching of Social Studies and Science Education in Schools. Gele (2013 pp 12) demonstrates that the teaching of Social Studies and Science Education in African Schools is the best strategy for achieving Sustainable Development in African Regions. This is because it will help to produce good and effective citizenry with the following characteristics:

1. Keeping abreast with the African customs, traditions and nationalistic ideas.
2. Subscribing to an earnest desire to promote the general welfare of the African citizens and African Regions.
3. Pledging to safeguard standard and of living for all citizens of our dear African Regions
4. A displayed intelligent an ideals loyalty to high national ideals
5. A possession of a sense of responsibility of individuals as members of African Nations.
6. A display of loyalty and a sense of obligation to their cities, states, African Nations and the human race and the will to participate effectively in the promotion of Social well being of African Regions as sovereign Nations.

The circumstance of the predicaments and challenges of the African problems are so painful that African Regions are under developed, yet best medical doctors, engineers, technologies, lawyers sport men and women working in Britain, France, America, Germany, Japan, India etc are all African citizens, but yet African Countries are under developed, unemployed , no good roads, hospitals, Schools, houses, the least paid salaries and allowances, no adequate electricity, drinking water no security for lives and properties.

The problems of African Nations have handicapped and emancipation them from their colonial history to the status which is based on an equal footing with other developed Nations in the world. Gele (2012 pp 86) reflects that, Africans Regional problems of disharmony, instability and back of sustained and meaningful development.

Thus: “there are barriers between groups and classes within the same political entity as a result of birth, occupation, language, race and religion, there are barriers between generations, between country men, between the School and the unschooled. Consequently, African Regions is faced with the task of breaking down the barriers and increasing the opportunities for individual or groups so as to be enabled to benefit from socio-economic opportunities which may be available to the African citizens”.

It is pertinent to not that, the philosophy behind the teaching and learning of Social Studies and Science Education as eclectic core School subject disciplines in all African Regions has be seen in terms of a development of intelligent, responsible and self-directing citizens who are expected to contribute their productive and

meaningful quotas toward Democratic Governance and national Sustainable Development of all African countries.

Teaching Social Studies and Science Education for Promoting Sustainable Development Strategies in African Regions

Eminent scholars in Social Studies and Science Education such as Okam (2002) Osakwe (2012), Adeyoyi (1993) Amdii (2004) Danladi (2006), Gele (2012) Peterson (2004) Gotep (2012) Bulya (2011) Allen, and mastropier (1994) endorses generally Social Studies and Science Education are effective School subject disciplines that can assist in promoting Sustainable Development in African countries. These academics essentially consider Social Studies and Science Education as interdisciplinary and eclectic study of topics, problems, issues, and aspirations in terms of human activities and in reference to different environmental settings of our African Regions. The scholar endorse that Social Studies and Science Education are eclectic School subject disciplines that constitute a study of how man influences and is in turn influenced by his or her physical, social, political, religious, economic, psychological, cultural, scientific and technological environments.

According to Allen and Tanner (2003), the perspectives and relation to their subject are hinged on a consideration of man in terms of his or her totality with particular reference to where he or she lives, his or her activities in the past and present, his or her cultures as he or she relates to others. Osakwe (2009) explains that the theoretical perspectives of the philosophy of Social Studies and Science Education rendered by the aforementioned scholars above have influenced many minds regarding the assets intrinsic in Social Studies and Science Education as eclectic subject disciplines. These assets which we could capitalize upon and explore at confronting and solving the problems of African Countries in their various environmental setting and the entire Global World.

Gele (1999) records that, in underdeveloped and developing African Regions and other developed countries of the world such as Germany, Britain, America, France, Japan, and Australia, Social Studies and Science Education emerged as eclectics subject disciplines in the Schools. Curriculum with the aim of being capitalized by the populace and with the aim of reforming education for the purpose sensitizing humanity to the needs and resources of African Regions and the Global World in the task of building or forging Sustainable Development or socio-economic. According to Gele (2006 pp 9) in east African Countries of Kenya, Uganda, and Tanzania, Social Studies and Science Education are regarded as the Major Core Curriculum instrument for sustainable National Development.

Gele (2006) endorses that, the teaching and learning of Social Studies and Science Education could be explored for bringing about solutions to the problems or corruption, election malpractice, armed robbery, cheating, stealing, terrorism, ethnic conflicts etc among citizens of African Regions and the entire Global World. Gele (2006) recounts that in many African Countries such as Nigeria, Ghana, Gambia, Liberia, Senegal, Cameroon etc, meaningful values of Social Studies are explored and employed by individuals and Government to improve their images, after colonial masters initiated them into learning way of improving their economic, Social and political issues. Allen and Beophy (1994) reflects that the perspectives of Social Studies and Science Education are armed examining the Curricula of School

interactively for the purpose of enabling African Societies to overcome their socio-political and socio-economic issues and problems in their various geopolitical and environmental settings. Edigar (2004) and Fin (2005) observe that, the teaching and learning of Social Studies and Science Education in African Regions are not only geared towards countering the problems of uncertainties which wedge the unity and Sustainable Development of African Nations away, but also designed for neutralizing the numerous problems of underdevelopment which militates against peace, unity, progress and Nation Building in the African Continent. Howe and Marshall (1999) opines that the various approaches for teaching Social Studies and Science Education could be apply as Sustainable Development Strategies in building African Regions.

Morris, Morrissey and King (1991) posits that, Sustainable Development of African Regions could only be achieve by teaching Social Studies and Science Education to young learners in Schools so as to eradicate the problems of imbalance, inequalities, elfishness, corruption, religious intolerance etc which militates against the emancipation of African Regions. According to Lewis (2008) Social Studies and Science Education are designed to champion the course of de-emphasizing less those things which might widen the gap between Nations and individual countries or groups. It also emphasized more strongly the part that creates the significant personality of an individual, the World's Community or Nation amongst the World's Community of Nations.

Conclusion

The raison d'ete of Social Studies and Science Education largely derives from an integrative and functional use of the subject matter from a vast array of subject disciplines for addressing and resolving ethical, religious, spiritual Social, moral, issues of decision making as demonstrated in the lives of the learners, an individual or the citizen in a bid to achieve self-fulfillment within the frame work of young Democratic African Regions. This development was largely instrumental for the pride of a place given to the Social Studies and Science Education Curriculum in the Nigerian National Policy on Education (2004). The Nigerian's National Policy on Education regards Social Studies and Science Education as compulsory core subject disciplines which all Pupils and Students in Primary and Junior Secondary Schools can not dispense with. The Nigeria's National Policy endorse that the teaching of Social Studies and Science Education in all levels of educational institutions must be seen as one of these avenues of establishing strong bases for the production of a cohesive Society that will support the notion of Nation Building and National Development of Nigeria, African Region and the entire Global World. It is pertinent to note that the perspectives of the Social Studies and Science Education Curriculum largely implies an understanding and acceptance of their Major functions citizens with skills, competencies, moral values, and reasoned judgment and who are expected to contribute productively to the economic, Social, and Sustainable Development Strategies in African Regions”

Suggestions

The paper made the following suggestions.

1. The government of African Regions should promote and sponsor research on Social Studies and Science Education in all African Regions.
2. Regional Government should sponsor Regional Social Studies and Science Education in conferences and reach the African Region and the Global World.
3. Social Studies and Science Education teach must use instructional resources in teaching the learners.
4. Social Studies and Science Education laboratories should be provided with all the required facilities for operation by the teachers in the African Regional Government.
5. The Social Studies and Science Education teachers should be sponsor for further studies at M.Sc and Ph.D within and outside African Regions.
6. African Regional government must unit themselves to check Corruption for the purpose Sustainable Development Strategies.
7. African Regional government must stop over depending on foreign goods and utilize the traditional African made goods and technology for achieving self reliance and sustainable development.
8. African Government should remove import and export task on all African goods importation and exportation in all African Regional countries.

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