

TEACHERS' PERCEPTION OF THE CONSTRAINTS AFFECTING THE IMPLEMENTATION OF ENVIRONMENTAL EDUCATION IN UPPER BASIC SOCIAL STUDIES CURRICULUM IN NSUKKA LOCAL GOVERNMENT AREA

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Abstract

The study investigated on identifying the constraints affecting the implementation of environmental education in the upper basic social studies curriculum in Nsukka Local Government Area. The study adopted a descriptive survey research design. Two research questions and four hypotheses guided the study. The population of the study was 49 social studies teachers (19 urban: 7 males and 12 females and 30 rural: 11 males and 19 females). The entire population was used for the study. This is because the study population was small and manageable and it also strengthens generalization. On this ground, total enumeration was used. A structured questionnaire developed by the researcher with two clusters was used to collect information from the respondents. The instrument was face validated by three experts from University of Nigeria, Nsukka. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. The findings of the study show that the majority of the items are teachers and students-related constraints affecting the implementation of environmental education in the upper basic social studies curriculum. The study also found out that there is no significant difference in the mean response rating of the male and female, urban and rural teachers on the teachers and students' related constraints affecting implementation of environmental education in the upper basic social studies curriculum. Based on the findings of the study, the study concludes that the teachers-related constraints include dependence on the traditional teaching method, teachers' poor attitude towards environmental education concepts and issues, exclusive focus on science and emphasis on the cognitive aspects of Environmental Education among others. Also the study concludes that the students-related constraints include poor attitude of students towards environmental education issues, concepts and school, difficulty in understanding the affective component of Environmental Education. Based on the conclusion, the study recommended immediate organization of in-service training for social studies teachers by the government. Since teachers are the implementers of EE, they need to receive adequate training during pre-service and also in-service program to enable them get adequate information and training on scope, nature and relevance of EE, skills needed to adapt the curriculum, innovative teaching methods, instructional materials and evaluation strategies.

Keywords: Constraints, implementation, environmental education, social studies teachers

Introduction

The global and local concern about growing environmental degradation has called for the need to help people transform their attitudes and practices towards the environment. Consequently, education has been recognized as one of the important tools for conserving the environment through the cultivation of knowledge, skills, values and positive attitudes towards the environment among the people. In support of the role of Environmental Education (EE) in protecting the environment, the Environmental Education Bulletin (2009) states that people's attitude towards the environment needs to change because the destruction

of our environment will soon reach a point of no return. The document further advises that the best way to do this is through education because education is key to achieving the changes that we need to live in a manner that the planet can support. Education could be formal, non-formal or informal. This study focused on Environmental Education (EE) in formal education. Nigeria has included Environmental Education into the formal curriculum at all levels (NERDC, 1992).

Environmental education is a continuous learning process in which individuals acquire knowledge, skills, values, and experiences in order to improve their perception of the environment. It is the learning process that increases peoples' knowledge and awareness about the environment and its associated challenges, develops the necessary skills and expertise to address environmental challenges and fosters attitudes, motivations and commitments to make informed decisions and take responsible actions towards the environment (Kaya, Gul & Gul, 2012). The need for Environmental Education was realized and emphasized at the United Nations conference on Human Environment held in Stockholm in 1972. In this conference, it was recommended that "the organizations of the UN system especially the United Nations Educational Scientific and Cultural Organization (UNESCO) and other international agencies concerned should after consultation and agreement take the necessary actions to establish an international programme in Environmental Education, that is interdisciplinary in approach, in schools and out of school encompassing all levels of education. Like many other countries, Nigeria as one of the member states in an international conference on the environment, has responded to global concern and declarations about the environment by including Environmental Education (EE) in the school curriculum at all levels. According to the final report of the Tbilisi conference, Environmental Education should not be just one more subject to add to an existing programme of studies, but should be incorporated into existing programmes at any level (UNESCO, 2005). Environmental Education concepts are built into the content of the already established subjects in the primary and secondary level of education. Under the upper Basic Social Studies curriculum, Social Studies is one of the subjects containing EE concepts.

Although Environmental Education has been included in the Social Studies curriculum and also emphasized and promoted, the condition of the environment has not improved. Some of the events which are unfriendly to the environment are noticeable in Nsukka Local Government Area. They include indiscriminate burning of bushes, indiscriminate dumping of refuse, constant falling of trees, water pollution among others. These events in Nsukka Local Government Area have left everybody in doubt as to whether Environmental Education concepts are effectively implemented in Social Studies curriculum. It is against this background that the problem of this study put in question form is: What are the constraints teachers face in the implementation of the Environmental Education contents in the Social Studies curriculum in Nsukka Local Government Area. The notion of constraints here refers to the things which create problems for teachers, making them unable to teach environmental education as planned in the curriculum. According to Oonyu (2003), the major hindrances teachers have faced in implementing EE are the conceptual constraints, inability to integrate EE into curricula logically and the poor training constraints. These appear to be originating from their inadequate training from colleges, general lack of interest and poor attitude towards wishing to seek information. It was found that the barriers which teachers face in implementing of environmental education are lack of time, funds, teaching and learning materials and knowledge (Pulkkinen, 2006).

Empirically, many studies have been done on constraints teachers face in implementing Environmental Education especially outside Nigeria. In another study done in

Hong Kong, the kind of barriers perceived by teachers in primary schools in implementing environmental education are lack of environmental knowledge, lack of lesson time, lack of teaching and learning materials and the issue of the safety of learners when the teacher wants to take them out to provide them with field experience, especially when there are many children in the class (Chi-Chung & Chi-kin, 2003). Various studies have identified barriers in the implementation of environmental education in schools as a result of lack of time, lack of resources, lack of school support and lack of knowledge and motivation among teachers (Omofomwan & OsaEdoh, 2008). Similar barriers were reported by Ekhatior and Amayo (2011), where teachers revealed that in implementing environmental education they face barriers like large class size, which is an obstacle in using active teaching methods. Other barriers included lack of teaching and learning materials and lack of environmental knowledge on the part of the teacher. The low levels of implementation are accounted for by lack of adequate pre-service and in-service teacher training in environmental education (Cutter-Mackenzie & Smith, 2003). This results in lack of competence on the part of the teacher. As a result, environmental education has not been practiced widely in schools (Dillon & Teamey, 2002) because it is complex and demanding, intellectually and emotionally. Another barrier in the implementation of environmental education is globalization (Stevenson, 2007). With the coming of globalization, many governments have reoriented education to focus on the preparation of workers to compete in the new global knowledge-based economy. This has resulted in curriculum centralization, with more emphasis on subjects like mathematics, science and technology, and also reliance on examinations to measure student performance. As a consequence, subjects which are outside the emphasized subjects are marginalized. Also, with globalization, the purpose of schooling and processes of teaching and learning have changed to fit the new focus. Therefore, the aim of environmental education as stipulated in policy statements will not be realized under such conditions of schooling.

The challenges that teachers face in implementing Environmental Education could be grouped into different forms. The Community Resources for Science (CRS, 2003), groups the challenges into Curriculum challenges, pedagogy challenges, time challenges, materials, class time, money, field trip barriers, and teacher motivators for integrating environmental education specific content and skill development. Omofonmwam and Osa-Edoh (2008) indicated that there was shortage of suitable teaching resources and lack of enough opportunities for in-service training of teachers in EE. However, it is not certain if the teachers of social studies encounter similar and other constraints. Thus, this study attempts to find out the constraints the social studies teachers face in implementing EE. Akinnuoye and Abd Rahim (2011) also noted that the lack of clarity or understanding by many people of what EE is and what it does is a challenge in implementing Environmental Education, even in teacher pre-service programming. Bosah (2013) further acknowledges that it is not possible to expect teachers without the expertise to teach EE to successfully transmit environmental ideas to students in a manner that will stimulate the students to think holistically, regionally and globally about the environment rather than treating each topic as an isolated, discrete entity.

The teacher Education has a role to place in the implementation of EE. According to Abid (2006), the failure to recognize the crucial role of teacher education in the process of developing a sound environmental action was a barrier for the limited success of EE in that country. This implies that EE should be introduced during the time of teacher education if its implementation is to be successful in the schools. Cornelius-Ukpebi and Ndifon (2005) also argue that a teacher is key to successful EE in the classroom. If teachers do not have the

knowledge, skills, or commitment to implement their curriculum, it is unlikely that students with environmental literacy will be produced. The perception that the provision of learning support must be in the form of tangible support tools is a further constraint. Most of the educators think that resources and materials must be provided by the Department of Education all the time. Kimaryo (2011) wrote: “The problem of teaching and learning materials could be minimized by teachers being innovative and using material from the environment or developing their materials”. Kimaryo further explained that for teachers to be able to be creative and innovative, they need to be trained or attend workshop. Kim and Fortner (2006) barriers can be divided into two broad categories, teachers related and students related. Regarding the teachers related obstacles, they are connected with the respective teacher. Such inhibiting factors can be the attitudes, values, beliefs and experiences of teachers, their abilities on a cognitive and pedagogical level. Students related, which are beyond the influence of teachers, address issues that imamate form the students which affects learning and teaching.

The study among other things seeks to find out if gender and location has influence on the mean response of social studies teachers in the constraints affecting the implementation of EE in social studies curriculum in Nsukka local government area. According to Uzoegwu (2004), gender refers to the diverse socially and culturally created roles, attributes, and behaviors given to men and women in various communities. Akinnuoye and Abd Rahim (2011) found a difference in the perception of teachers of the constraints encountered in the implementation of EE. In a study conducted by Kimaryo (2011), there is no difference in the perception of teachers of the constraints facing the implementation of EE. Hence, due to the disparity surrounding the issue of gender and the implementation of EE, the study sought to find out the difference in the perception of teachers of the constraints affecting the implementation of EE in Social Studies Curriculum. Sampson (2018) refers location as a geographical place or area where something or somebody is situated, be it rural or urban area. Contrary to the above worry of disparity between the urban and rural areas, Chinedu (2008) carried out a study on environmental education awareness and attitude of secondary school students in Owerri Education Zone in Imo State. The study among other things found out that location has no significant influence on students’ awareness and attitude towards environmental education. Again, Agiande (2006) found out that location has no significant influence on students’ awareness and attitude towards environmental education in Ogoja Education Zone in Cross River State. The contrasts between the male and female, urban and rural areas could influence the mean response of social studies teachers in the constraints affecting the implementation of EE in social studies curriculum in Nsukka local government area.

Purpose of the Study

The general purpose of the study is to find out teachers’ perception of the constraints affecting the implementation of environmental education in the upper basic social studies curriculum in Nsukka Local Government Area. Specifically, it seeks to:

1. find out the teachers related constraints in the implementation of Environmental Education concepts in Upper Basic Social Studies Curriculum in Nsukka Local Government Area.
2. find out the students related constraints in the implementation of Environmental Education concepts in Upper Basic Social Studies Curriculum in Nsukka Local Government Area.

Research Questions

The following research questions were posed to guide the study.

1. What are the teachers related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area?
2. What are the students related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area?

Hypotheses

The following null hypotheses were formulated at 0.05 level of significance:

- Ho₁: There is no significant difference in the mean rating of male and female social studies teachers on teachers' related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area
- Ho₂: There is no significant difference in the mean rating of urban and rural social studies teachers on teachers' related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area
- Ho₃: There is no significant difference in the mean rating of male and female social studies teachers on teachers' related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area
- Ho₄: There is no significant difference in the mean rating of urban and rural social studies teachers on students' related constraints affecting the implementation of Environmental Education concepts in upper basic social studies curriculum in Nsukka Local Government Area

Methods

The study adopted the descriptive survey research design. The population of the study consists of all the 49 social studies teachers (19 urban: 7 males and 12 females and 30 rural: 11 males and 19 females) in the 30 secondary schools in Nsukka Local Government Area. The entire 49 teachers were used because the population is small and manageable. Therefore, total enumeration was used. The instrument for data collection was developed by the researcher based on the purpose of the study titled 'Constraints Teachers' face in the Implementation of Environmental Education Concepts in Upper Basic Social Studies Curriculum'. It has two sections, A and B – Section A is on personal data of teachers while section B is made up of two (2) clusters. Cluster 1 elicits information on teachers' related constraints affecting the implementation of EE concepts in Upper Basic Social Studies curriculum and Cluster 2 seeks information on students' related constraints affecting the implementation of EE concepts in Upper Basic Social Studies curriculum. The respondents were made to choose the best options that suits their view about the question item raised. Four-point scale of Strongly Agree (SD= 4 points), Agree (A = 3 points), Disagree (D = 2 points) and Strongly Disagree (SD = 1 point) was used to gather information for the research questions. The instrument was subjected to face validation by three specialist, one from measurement and evaluation and two from social science education units both from the faculty of Education, University of Nigeria, Nsukka. Their inputs, corrections and modifications were reflected into the final draft of the instrument. The instrument was trial tested on 20 social studies teachers from Udenu Local Government Area of Enugu State

which was not within the study area. Upon analysis of their responses, the Cronbach Alpha method was used to determine the internal consistency of the items of the instrument. The instrument shows a cluster index of 0.76 and 0.81 for clusters 1 and 2 respectively and an overall index of 0.81 showing that the reliability coefficient is high and that the instrument is reliable. The instrument was distributed and collected by the researcher. On the spot mode of administration and collection was used to ensure high percentage rate of return. All the copies of the administered questionnaire were retrieved. The generated data were analyzed using mean score to answer research questions. Any item response within and above 2.50 which is the instrument scale mean was accepted while any below it was rejected. The hypotheses were analyzed using t-test statistical tool tested at 0.05 level of significance.

Results

Table 1: Teacher related constraints affecting the implementation of EE in Upper Basic Social Studies Curriculum

S/N	Item Statement	N	Mean	Std. Deviation	Decision
1	Dependence on traditional teaching method	49	2.62	.04	A
2	Lack of motivation among teachers	49	2.91	.03	A
3	Teachers poor attitude towards EE issues and concepts	49	2.73	.06	A
4	Inability to select suitable teaching methods and strategies	49	2.87	.10	A
5	Lack of preparation for the lessons	49	2.66	.05	A
6	Inadequate environmental knowledge about the environment, environmental issues, relevance of EE, scope and content of EE	49	2.95	.21	A
7	Lack of clarity or understanding by teachers of what EE is	49	2.52	.09	A
8	Non mastery of the curriculum content	49	3.02	.03	A
9	Limited lesson time	49	2.58	.04	A
10	Non-availability of teaching and learning materials such as manuals, reference books and physical resources related to EE	49	2.52	.06	A
11	Large class size	49	2.74	.01	A
12	Lack of formal qualification in EE	49	2.81	.01	A
13	Inadequate pre-service and in-service teacher training in EE	49	3.15	.07	A
14	Lack of skills to adapt the curriculum	49	3.31	.12	A

15	Perception that the provision of learning support must be in form of tangible support tools	49	2.97	.06	A
16	Lack of collegial and administrative support	49	2.50	.02	A
17	Inability to recognize that environmental learning is integral to the social studies curriculum	49	2.65	.05	A
18	Exclusive focus on science and emphasis on the cognitive aspects of EE	49	2.78	.08	A
19	Strong concern for safety during field experience	49	2.90	.03	A
20	Difficulty in teaching the affective component of EE considering the most of EE is value education	49	2.87	.04	A
21	Limited number of social studies teachers	49	2.50	.06	A
22	Too much overload in social studies curriculum	49	2.61	.14	A
23	Inadequate linguistic competence and communication skills	49	2.77	.05	A
24	Poor condition of teaching as a profession	49	2.61	.17	A
25	Salary irregularities	49	3.12	.09	A
26	Inadequate supervision of students instructional activities	49	2.95	.04	A
27	Lack of understanding of students individual differences, psychological needs, adequate behaviours	49	2.86	.18	A
28	Age of the teacher	49	2.39	.13	R
29	Sex of the teacher	49	2.19	.09	R
30	Lack of teachers empathy	49	2.24	.06	R
Cluster Mean		49	2.74	0.09	A

Table 1 shows that the teachers related constraints affecting the implementation of EE in upper basic social studies curriculum are items 1 to 27 because the mean score of the items are above the cut off mean value of 2.50 used in taking decision. However, the result of the study reveals that the respondents are of the opinion that age of the teacher, sex of the teacher and lack of teachers' empathy with mean score of 2.39, 2.19 and 2.24 respectively are not teachers related constraints affecting the implementation of EE in upper basic social studies curriculum because the mean scores of the respondents on the items were below the cut off mean value of 2.50 for decision taking. On the whole, the cluster mean score of 2.74 indicate that the teachers agree that most of the items are teachers related constraints affecting the implementation of EE in upper basic social studies curriculum since the mean scores are above the cut off mean value of 2.50 for decision taking.

Table 2: Students related constraints affecting the implementation of EE in Upper Basic Social Studies Curriculum

Item Statement	N	Mean	Std. Deviation	Decision
Lack of cooperation from the students	49	3.59	0.14	A
Poor attitude of students towards EE issues, concepts and school	49	3.61	0.34	A
Less concern about the environment among students	49	3.43	0.12	A
Low awareness among students about EE	49	3.29	0.22	A
Students unwillingness to learn	49	3.20	0.18	A
Students not being mentally, socially, mentally and physically developed	49	3.49	0.26	A
Educational background of the parents	49	2.04	0.19	A
Parents level of income	49	1.79	0.16	A
Lack of concentration in class	49	3.47	0.09	A
Lack of confidence in whatever task they are given to do	49	2.70	0.14	A
Students rate of learning	49	3.41	0.23	A
Students emotional characteristics such as temperament, passion, tolerance, patience, fear, worries	49	3.41	0.08	A
Lack of motivation among students	49	3.18	0.45	A
Wide syllabus of Social Studies curriculum	49	2.31	0.13	A
Difficulty in understanding the affective component of EE	49	2.84	0.19	A
Students perception of EE as being abstract	49	3.59	0.03	A
Poor interest of students in engaging in environmental tasks	49	3.45	0.15	A
Irregularity in class attendance	49	3.27	0.17	A
Dislike for the teacher	49	3.24	0.19	A
Sex of the students	49	1.98	0.23	A
Age of the students	49	2.04	0.10	A
Family social status	49	2.23	0.18	A
Cluster Mean	49	2.98	0.18	A

Table 2 shows that the students related constraints affecting the implementation of EE in upper basic social studies curriculum are items 1 to 6 and 9 to 19 because the mean score of the items are above the cut off mean value of 2.50 used in taking decision. However, the

result of the study reveals that the respondents are of the opinion that educational background of parents, parents level of income, wide syllabus of Social Studies curriculum, sex of the students, age of the students and family social status with mean score of 2.04, 1.79, 2.31, 1.98, 2.04 and 2.23 respectively are not students related constraints affecting the implementation of EE in upper basic social studies curriculum because the mean scores of the respondents on the items were below the cut off mean value of 2.50 for decision taking. On the whole, the cluster mean score of 2.98 indicate that the teachers agree that most of the items are students related constraints affecting the implementation of EE in upper basic social studies curriculum since the mean scores are above the cut off mean value of 2.50 for decision taking.

Table 3: t-test analysis on the difference in the mean rating scores of male and female social studies teachers on the teachers related constraints affecting the implementation of EE in upper basic social studies curriculum.

Gender	N	Mean	Std. Deviation	Df	T	Sig	Decision
Male	18	2.94	0.22	47	6.02	0.66	NS
Female	31	2.83	0.23				

NS = Not Significant

Result in Table 3 indicates that t-value of 6.02 with a degree of freedom of 47 and a probability value of 0.66 was obtained. Based on this, the null hypotheses formulated was accepted, hence, there is no significant difference in the mean rating of male and female social studies teachers on teachers related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum.

Table 4: t-test analysis on the difference in the mean rating scores of urban and rural social studies teachers on the teachers related constraints affecting the implementation of EE in upper basic social studies curriculum.

Location	N	Mean	Std. Deviation	Df	T	Sig	Decision
Urban	19	3.41	0.23	47	7.31	0.62	NS
Rural	30	3.34	0.09				

NS = Not Significant

Result in Table 4 indicates that t-value of 7.31 with a degree of freedom of 47 and a probability value of 0.62 was obtained. Based on this, the null hypotheses formulated was accepted, hence, there is no significant difference in the mean rating of urban and rural social studies teachers on teachers related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum.

Table 5: t-test analysis on the difference in the mean rating scores of male and female social studies teachers on students related constraints affecting the implementation of EE in upper basic social studies curriculum.

Gender	N	Mean	Std. Deviation	Df	T	Sig	Decision
Male	18	3.32	0.20	47	7.38	0.71	NS
Female	31	3.31	0.21				

NS = Not Significant

Result in Table 5 indicates that t-value of 7.38 with a degree of freedom of 47 and a probability value of 0.71 was obtained. Based on this, the null hypotheses formulated was accepted, hence, there is no significant difference in the mean rating of male and female social studies teachers on students' related constraints they encounter in the implementation of Environmental Education concepts in the upper basic social studies curriculum.

Table 6: t-test analysis on the difference in the mean rating scores of urban and rural social studies teachers on the students related constraints affecting implementation of EE in upper basic social studies curriculum.

Location	N	Mean	Std. Deviation	Df	T	Sig	Decision
Urban	19	3.14	0.31	47	-6.03	0.67	NS
Rural	30	3.22	0.31				

NS = Not Significant

Result in Table 6 indicates that t-value of -6.03 with a degree of freedom of 47 and a probability value of 0.67 was obtained. Based on this, the null hypotheses formulated was accepted, hence, there is no significant difference in the mean rating of urban and rural social studies teachers on students related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum.

Discussion

The findings of the study with respect to research question one shows that lack of skills to adapt the curriculum, lack of clarity or understanding by teachers of what EE is, non-mastery of the curriculum content, inadequate pre-service and in-service teacher training in EE, limited lesson time, large class size, strong concern for safety during field experience, lack of collegial and administrative support among others are the teachers related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum. This finding agrees with Ekhatior and Amayo (2011) that the introduction of EE into the social studies curriculum represents a fundamental challenge to dominant conception, organization and transmission of knowledge, creating for most teachers a conflict with their approach to teaching and learning. According to Aho (2011), the problems teachers are facing in teaching of EE are lack of time to teach, inadequate knowledge in EE and lack of skills in integrating EE into traditional subject content. Omofomwan and OsaEdoh (2008) identified lack of time, lack of resources, lack of school support and lack of knowledge and motivation among teachers.

The findings of the study with respect to research question two shows that poor attitude of students towards EE issues, concepts and school, lack of cooperation and concentration in class, students' unwillingness to learn among others are students related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum. This finding is in line with Ulate and Carballo (2011) that students' factors such as cooperation and concentration in class, engaging in co-curricular activities, self-motivation, punctuality in school and students' personal goals as well as personality traits affect teaching and learning which in turn affect their academic performance. MeenuDev (2016) corroborated that student's level of interest in a subject influence the implementation process. Similarly, Kpolovie, Joe and Okoto (2014) asserted that student's attitude to school and their interest in the teaching and learning influence the implementation process.

The findings of the study with respect to hypotheses one, two, three and four analyzed in tables 3, 4, 5 and 6 showed that there is no significant difference in the mean rating of male

and female, urban and rural social studies teachers on teachers related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum and also there is no significant difference in the mean rating of male and female, urban and rural social studies teachers on students related constraints affecting the implementation of Environmental education concepts in the upper basic social studies curriculum. This agrees with Olorunfemi (2010) who found out that there is no significant difference in the mean ratings of male and female teachers on teachers and students related constraints affecting the implementation of EE concepts in upper basic social studies curriculum. Also Chinedu (2008) found out that there is no significant difference in the mean ratings of urban and rural teachers on teachers and students related constraints affecting the implementation of EE concepts in upper basic social studies curriculum.

Conclusion

Based on the findings and discussions of the study, it was concluded that the teachers-related constraints include dependence on the traditional teaching method, teachers' poor attitude towards environmental education concepts and issues, exclusive focus on science and emphasis on the cognitive aspects of Environmental Education among others. Also the study concludes that the students-related constraints include poor attitude of students towards environmental education issues, concepts and school, difficulty in understanding the affective component of Environmental Education.

Recommendations

Based on the findings of the study, the researcher recommends that;

1. Immediate organization of in-service training for social studies teachers by the government. Since teachers are the implementers of EE, they need to receive adequate training during pre-service and also in-service program to enable them get adequate information and training on scope, nature and relevance of EE, skills needed to adapt the curriculum, innovative teaching methods, instructional materials and evaluation strategies.
2. Teachers should endeavour to make use of innovative teaching methods and strategies that could make the students to cooperate, concentrate and be interested in EE.
3. EE should be implemented effectively in schools because the students will go back into the society after finishing school. The majority of them will engage in various activities like farming, mining, business, forestry work, fishing, oil exploitation among others. These activities may have impact on the environment if not performed appropriately.

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