# Social Studies Curriculum Development as Panacea for Security Management and Sustainable Educational Attainment in Ogun State, Nigeria

**Adebajo, Y. Adebola, Ph.D**
*Department of Social Sciences Education, Kogi State University, Ayingba, Kogi State*

**Abstract**
*The study examined social studies curriculum development as panacea for security management and sustainable educational attainment in Nigeria. The study adopted a descriptive survey research design. Population comprises of all higher institutions in Ogun State. Random sampling technique was used to select 5 Higher Institutions in Ogun State, 30 students were randomly selected from each of the chosen school to make a total of 150 as sample for study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected were analyzed using simple percentage, mean and standard deviation statistical tool. The research findings concluded that social studies education can play a crucial role in integrating national development both in security management and educational sustainability. It can make immense contributions towards achieving national security in Nigeria through its effective teaching. The inculcation of positive attitudes, appropriate values of honesty, integrity hardwork, fairness, justice and togetherness which are necessary for national development, should start early stage of child education attainment. When youths are adequately informed, educated and have acquired basic social skills and attitude in the society, it will promote national security and sustenance peace and development in the country. It is therefore recommended that re-structuring of Social Studies Education curriculum in Nigeria must be emphasised, it is the best process of changing the lives of young citizens. The citizens should develop a sense of patriotism that is to put the country above any selfish interest capable of destroying peace and harmony in the country.*

**Keywords:** Social Studies Curriculum, Development, Panacea Security Management, and Sustainable Educational Attainment

## Introduction

Education as the most valuable asset to any nation has been defined differently by different communities, educators and philosophers. It has been defined as the "Process by which the individual acquires many physical and social capacities demanded of him by the group into which he is born and within which he must function" (James, 2013) Likewise, it can be seen as "the process of developing the individual physically, spiritually, mentally, morally and socially for his own welfare and for the welfare of the society to which be belongs" (James, 2013). It is therefore, the process of acquiring knowledge, of inculcating heritage and ideas in the civilization of the future.

Education therefore, is not an ornament but a functional instrument. It is a means of developing the entire person to enable him live effectively in the present society so that he may be able to advance or improve it. From the above fact, Franken (2013) concluded that, education relates to some sort of processes in which a desirable state of mind develops. It implies the intentional bringing about of a desirable state of mind. According to Muhammad (2007) "to call something education is to intimate that the process and activities contribute to or involves something that is worthwhile, being worthwhile is part of what is meant by calling it education".

There is no doubt that education is an important lever towards economic development and social progress. This is because it is one central activity through the human resources of a country can be developed. However, it is through the total engagement of our productive capacity can we ensure a self-sustained development in a multi-national country like Nigeria. This therefore, means abolishing national oppression and inequality and removing obstacles to the formation of a viable nation-state.

Social studies as a subject in our primary and post primary schools is an answer to societal and national problems. It is a problem-oriented discipline in which man studies and learns about problems of survival in his environment. It is a study of how man influences his environment and in turn, is influenced by his multifarious environment. Ololobou (2009) conceptualized Social Studies as "an organized, integrated study of man and his environment, both physical and social emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry" moreover, it is not only a study, but also a way of life geared towards the problem of the society so that adequate actions could be taken to create a better society

Kissock (2011) justified that Social Studies is used in Nigeria to inculcate the concept of nationalism, unity and dependence among a diverse citizenry. It is through Social Studies education that individuals are trained to acquire knowledge, useful skills, desirable values, attitudes and habits to adjust themselves to the condition of the world in which they live.

According to Kissock (2009) Social Studies is a programme of study which a society uses to instill in the students the knowledge, skills, attitudes and action it considers important concerning the relationship human beings have with each other, their world and themselves. Social studies emphasizes the importance of man as he/she interacts, influences and relates to the different environment for productive and happy citizenship. Dubey (2010) visualized Social Studies as "The investigation of human activity" it studies man at home, at work, at worship, in politics, at play, in the village, in the nation, everywhere, engaged in his busy programmes of living. Social studies is particularly interested in man's problems about which decisions must be made.

Security can be said to be the activities involved in the protection of life, properties and territorial integrity of a community against threat, mishap and other forms of destructive tendencies either from within or from outside the community. However, Babangida (2012) viewed national security as the physical protection and defense of our citizens and our territorial integrity of which it is a part but also the promotion of the economic well being and prosperity of Nigerians in a safe and secured environment that promote the attainment of our national interests and those of our foreign partners.

Educational attainment in the other hands refers to the highest level of education that a person has successfully completed. Therefore, Social studies curriculum development is geared towards ensuring god citizenship in Nigeria. A cursory look at the social studies curriculum at each level- primary, secondary and tertiary will convince people that the subject is tailored towards ensuring good education attainment and promote national security in Nigeria.

Seers (2007) perceived development as involving not only economic growth but also condition in which people in a country have adequate food and job and the income inequality among them is greatly reduced. In addition, sustainable development implies the consideration of good health, the protection of the social and physical environment and the provision of economic security. Sustainable development requires that, all programmes should be for the well-being of the society, to have considerable plans, with positive effect in order to maintain and sustain balance in the pursuit of development and improve quality of life of the people in the society.

Social studies education as a problem solving subject can play a vita role in ensuring that the nation attains her national security and sustainable peace both in education and economics. Nigeria in recent times has witnesses frequent kidnapping and loss of lives in the South – South and South – East, heinous killingof innocent Nigerians in all parts of Nigeria. Social studies as a contemporary and environmentally focused field of study that provides the learners with prerequisite knowledge, skills, values, attitudes and competencies to contribute meaningfully to Nigeria's national development can play a crucial role in the changing the mind of the individual to good.

Akinlaye (2007) opines that social studies would offer medication and provide for need reforms or changes in society as well as catering for its survival by removing barriers between groups and classes, within society as a result of birth, occupation, language, record religion and even between generation and tribe man and countrymen. And also the schooled and unschooled, the literate and the illiterate he reiterates that social studies education would help to promote peace, co-operation, security and national pride. In line with Akinlaye (2007), social studies as a discipline afford the pupils, student teachers and members of the public the opportunity to know about the positive aspects of our socio – economic and political aspects, factors promoting unity and solidarity among the numerous ethnic groups making up Nigeria.

Social studies education from its inception has tailored towards ensuring good citizenship education, skills and spirit of cooperation in Nigeria. Considering these objectives of social studies skill, knowledge, abilities, attitude, positive behaviour, competencies, can be inculcated into Nigerian citizen through classroom instruction process of social studies education in primary, secondary, and tertiary level. The National Policy of Education (2007) cited attitudes and values which are considered desirable and a good action as stated in the national aims of education. These include comradeship and togetherness, co-operation, honesty, integrity, hard work and fairness. These could be achieved through the teaching of social studies, however, the teaching of these desirable attitudes and positive behaviour will contribute effectively to the national security and sustainable peace in the country. Also, the teaching of this discipline will help to produce well and desirable citizens and ends insurgent in Nigeria.

Studies discipline in training for character building for the success of monarchical welfare state. In France, Social Studies Education is largely used in sharpening the intellect and for the transmission of culture generally, in the United States of America, Social Studies Education is used for the development of individual qualities necessarily for good citizenship and for the success of democracy. In Russia. Social Studies Education is used for element of communism.

However, teaching of social studies will enhance desirable attitude, patriotism at all levels of education will also produce good citizens who will identify themselves with the country as their own, work for peace and harmony for the progress of the country. It involves placing the national interest first before personal ones. If the citizens should place the national interest first before personal one and have the nation in mind, the country will be secured. The teaching of positive attitudes and appropriate values of integrity, hard – work honesty, justice, fairness and togetherness which are necessary for national development should start from their early education. Social studies education will help citizens to develop positive behaviour, attitude, abilities, skill, comradeship and togetherness towards the country which will help to enhance national security and sustain educational attainment in Nigeria.

**Objectives of the study**

The main objective of the study is to examined social studies curriculum development as panacea for security management and sustainable educational attainment in Nigeria

Research Questions

1. How can social studies curriculum development serves as panacea for security management in Nigeria?
2. To what extent does social studies curriculum development serves as panacea for sustainable educational attainment in Nigeria?

**Methodology**

The study adopted a descriptive survey research design. Population comprises of all higher institutions in Ogun State. Random sampling technique was used to select 5 Higher Institutions in Ogun State, 30 students were randomly selected from each of the chosen school to make a total of 150 as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire was divided into two sections, A and B. Section contained information on demographic data of the respondents while section B contained items on the main title of study. The instrument was given to experts in primary education for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tool.

**Presentation of Data Analysis and Results Discussion**

**Table 1:** How can social studies curriculum development serves as panacea for security management in Nigeria?

| S/N | ITEMS | YES | | NO | | Mean (?) | S.D |
|---|---|---|---|---|---|---|---|
| | | Freq (N) | Percent % | Freq (N) | Percent % | | |
| 1. | Social studies places much values on the affective domain for social reforms. | 108 | 72 | 42 | 28 | 3.8 | .79 |
| 2. | Social studies evaluation of the attitude and values that are developed for national unity | 81 | 54 | 69 | 46 | 3.5 | .77 |
| 3. | Social studies common knowledge that our society that fight against social vices | 77 | 51.3 | 73 | 48.6 | 3.4 | .75 |
| 4. | Social studies can help greatly to educate the youths on the importance of peace and security in our dear nation. | 90 | 60 | 60 | 40 | 3.5 | .77 |
| **Overall Total** | | **Mean (?) = 3.57 and STD = 0.79** | | | | | |

Table 1 above shows the how social studies curriculum development serves as panacea for security management in Nigeria. This findings indicate that Social studies places much values on the affective domain for social reforms (?= 3.8, SD = 0.79), Social studies evaluation of the attitude and values that are developed for national unity (? = 3.5, SD = 0.77), Social studies common knowledge that our society that fight against social vices (? = 3.4, SD = 0.75) and Social studies can help greatly to educate the youths on the importance of peace and security in our dear nation. (?= 3.5, SD = 0.77)This reveals that the mean and standard deviation of the items listed above is very high (? = 3.57, SD = 0.79) showing the prospects of teaching social studies education for social reforms and national security in Ogun State.The result is in line with the findings of Imobigheeta (2002) who said Social studies education as a problem solving subject can play a vita role in ensuring that the nation attains her national security and sustainable peace.Kissock (1981) justified that Social Studies is used in Nigeria to inculcate the concept of nationalism, unity and dependence among a diverse citizenry. It is through Social Studies education that individuals are trained to acquire knowledge, useful skills, desirable values, attitudes and habits to adjust themselves to the condition of the world in which they live.

**Table 2:** To what extent does social studies curriculum development serves as panacea for sustainable educational attainment in Nigeria?

| S/N | ITEMS | YES | | NO | | Mean (?) | S.D |
|---|---|---|---|---|---|---|---|
| | | Freq (N) | Percent % | Freq (N) | Percent % | | |
| 1. | Social studies curriculum will enhance desirable attitude to attain education | 101 | 67.3 | 49 | 32.7 | 3.7 | .77 |
| 2. | Social studies curriculum promote educational mindful citizens. | 107 | 71.3 | 43 | 28.7 | 3.9 | .78 |
| 3. | Social Studies Education will enhance the process and path of educational sustainable development in Nigeria | 98 | 65.3 | 52 | 34.7 | 3.8 | .77 |
| 4. | Social Studies Education is largely used in sharpening the intellect and for the educational transmission | 85 | 56.7 | 65 | 43.3 | 3.5 | .76 |
| **Overall Total** | | **Mean (?) = 3.57 and STD = 0.77** | | | | | |

Table 2 above shows the extent social studies curriculum development serves as panacea for sustainable educational attainment in Nigeria. This findings indicate social studies curriculum will enhance desirable attitude to attain education(? = 3.7, SD = 0.77), social studies curriculum promote educational mindful citizens (?= 3.9, SD = 0.78), social Studies Education will enhance the process and path of educational sustainable development in Nigeria(? = 3.8, SD = 0.77), and Social Studies Education is largely used in sharpening the intellect and for the educational transmission (?= 3.5, SD = 0.77) . This shows the extent social studies curriculum development

serves as panacea for sustainable educational attainment in Nigeria. These findings agree with the finding of National Policy of Education (2007) that Social studies education from its inception has tailored towards ensuring good citizenship education, skills and spirit of cooperation in Nigeria. Considering these objectives of social studies skill, knowledge, abilities, attitude, positive behaviour, competencies, can be inculcated into Nigerian citizen through classroom instruction process of social studies education in primary, secondary, and tertiary level.

**Conclusion**

Social studies education can play a crucial role in integrating national development both in security management and educational sustainability. It can make immense contributions towards achieving national security in Nigeria through its effective teaching. The inculcation of positive attitudes, appropriate values of honesty, integrity hardwork, fairness, justice and togetherness which are necessary for national development, should start early stage of child education attainment. When youths are adequately informed, educated and have acquired basic social skills and attitude in the society, it will promote national security and sustenance peace and development in the country.

**Recommendations**

From the foregoing discussion, the following recommendations were made;

1. To promote Social Studies education in Nigeria, it is necessary for teachers to go for induction courses. The government should also provide correct instructional materials for Social Studies education.
2. The citizens should develop a sense of patriotism that is to put the country above any selfish interest capable of destroying peace and harmony in the country.
3. Re-structuring of Social Studies Education curriculum in Nigeria must be emphasised, it is the best process of changing the lives of young citizens.
4. Provision of Adequate and Qualified Teachers: Government should make the provision of trained teachers that possessed knowledge, professional skill, model techniques of the curriculum content, personal qualities to teach in our schools and colleges.
5. Public enlightenment campaign, symposium, workshop, conferences, seminar are required to preach the benefits from being sustainable.
6. Undesirable elements apprehended in the society should be dealt with according to law, this serves as deterrent to others with questionable character.

**References**

Akinlaye, F.A. (2007). Essential of Social Studies Education Nigeria. Pumark Publishers Limited

Babangida, A. (2012). The search for National Security in Nigeria. Challenges and prospects: A paper presentation at Obafemi Awolowo Institute of Government and Public Policy, Agip Recital Hall, Muson – Lagos; Thursday, 27th September, 2012. Available on http://www.nigerstate.gov.ng/articles/thesearch-for-national-secuirty-in.nigeriachallenges-and-prospects.html. Accessed on October 26, 2012.

Dubey Y, D.Z. (2010). Social studies methods for Nigeria Teachers. Ibadan University Press Limited.

Federal Government of Nigeria (2007). National policy on Education, Yaba NERC Press. Federal Republic of Nigeria Constitution (1999).

Franken, G (2013). The attitude of social studies teachers towards the teaching of social studies: project work submitted to the faculty of education Ahmadu Bello University Zaria in Partial Fulfilment for the award of the Bachelor of education Degree (SOS) September 2006. By SalmamzaDibal.

James, F,D. & Williams, F. (2013). Educational Judgment London. Routelge and Kegan Press.

Kissock, C. (2011). Curriculum planning for Social Studies Teaching, New York-John Willey and Son Ltd.

Mohammed, A. M. (2007). Education and national integration problems and prospects. Zaria, Gaskiya Co-operation.

Ololobou, Y.P.S (2009) Introduction to Teaching of Social Studies in Famwang, W.V. (1996) Social Studies for Service, Jos, LECAPS Publishers.

Seers, S. (2007). In Y.P.S Ololobou, S, Jacob &J. Ndazhaga (2000) Dimensions of social studies Vol. two Nigeria academic Trust Fund. Pankshin Plateau State.