

Teaching Social Studies for Relevance, Development and Sustainable Democracy in Nigeria in the 21st Century: The Challenges and Prospect

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Introduction

Nigeria, as a developing nation, shares with the other third world countries the problems which are prevalent in the developing nations of the world, and which have their root in such psycho-social factors as values and attitudes. The country which enjoyed a pride of place and was severally referred to in the western press as the 'Giant of Africa,' and the 'Last Bastion of democracy in Africa,' seems to have lost this pride of place among the comity of nations in spite of her rich human capital and abundant natural resources, all of which are waiting to be harnessed. Indeed, Nigeria is still described as a destabilized and failing nation because of the numerous political and social vices prevalent in the system. The country is experiencing systematic failure in the social, political, economic, and technological aspects of the nation's life. The nation is plagued by political instability, porous borders, flagrant disregard for the rule of law, sectarian violence, advance free fraud-419, militancy, terrorism, endemic corruption, erratic power supply, and thuggery, among others.

The situation has further been exasperated by such problems as the high rate of unemployment, poverty, hunger and insecurity that have enveloped the whole strata of the economic and political terrain. These problems have resulted from a deliberate human greed, inordinate ambition of leaders and the winner-takes-all approach to issues in the political arena. Little wonder then, that the Transparency International (2009) rated Nigeria as one of the most corrupt countries in the world. Nigeria's ranking dropped from 121st position in 2008 index to 130th position with a corruption perception index of 2.5 from 2.7 and confidence range of 2.3 to 2.2. By implication, corruption is waxing stronger in spite of the involvement of several Federal agencies in the 'war against corruption' such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices Commission (ICPC). Similarly, sectarian violence is common like it reared its ugly head in Jos recently where lives and property were lost in an ethno-religious crisis. To address all these challenges in Nigeria, Social Studies as a subject has a role to play in the 21st century and in charting the way forward for a disciplined and better

society. This role would better be described in the transmission and transformation of knowledge to cope with the current cultural revolution.

Social Studies is the study of human beings. It is the only curriculum subject which constantly has people as its focus and subject matter. The discipline is an integrated approach to the study of human beings to promote civic competence and an all-round development of the individual. This all-round development and education means that human beings are not mere intellect nor the overall animal body, heart and soul alone. A proper and harmonious integration of all these is essential for the making of a whole person. This is the concern of Social Studies Education.

Social Studies was introduced and invigorated in Nigeria at a time when, first, there was a crisis of confidence in education itself. Second, when people became worried about the lack of proper relation between school work and the understanding of their own times (Ajitoni, 2008). Third, when people, in a way, viewed theory and practice in education as two sides of the same coin. Fourth, when in agreement with Coombs (1985), there was a misfit between education and the development needs of Nigerian societies. And, fifth, when there were noticeably serious educational inequalities between various social groups in Nigeria (Ajitoni, 2008).

The nature of Social Studies as a social education and a programme of study inculcates in students the basic knowledge, skills, attitudes and actions the society considers important concerning the relationships human beings have with each other as well as with their environment. From the foregoing statement, it can be deduced that Social Studies is a vehicle for passing on the knowledge developed by a society including the scholarly disciplines with the sole purpose of helping the young people understand and make use of such knowledge and information. Okojie (2007) defined Social Studies as an organized, integrated study of human, the environment, both physical and social, emphasizing the cognition, functional skills and desirable attitudes, values and actions for the purpose of producing effective citizens. According to this definition, Social Studies consciously seeks to

promote the following:

Cognition: This includes knowledge, comprehension or understanding, application, analysis, synthesis and evaluation as relevant to the physical and socio-cultural environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetal cover, the lower animals; and humans' material and non-material cultures, respectively.

Functional Skills: The acquisition of functional skills makes the client more productive and effective in managing the self and relating with the physical, social, economic and political environments. Here, also we may recognise communication, intellectual, manipulative, study and group-work skills.

Desirable Attitudes, Values and Actions: Such attitudes, values and actions are supportive of the development process. They include patriotism, honesty, probity, truthfulness, production, punctuality, peaceful coexistence, creativity, functional interdependence, wise use of scarce resources, and so on. Social Studies, thus, seeks to make the individual or client a well-rounded, efficient and effective citizens.

The National Policy on Education (2013) from which Social Studies deserves its objectives aims:

- the inculcation of national consciousness and national unity;
- the inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society;
- the training of the mind in the understanding of the world around; and
- the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

Meanwhile, the Nigerian Educational Research and Development Council (NERDC) has categorised these aims into the following:

1. Citizen Education: preparing the student for social responsibilities.
2. Humanistic Education: helping the student to comprehend his or her life

3. Intellectual Education: introducing the student to the modes of thinking and enquiry of the Social Sciences.
4. Value Education: inculcating in the students some socially expected behaviours and group activities, attitudes, values and feelings. By these objectives, the Nigerian child is expected to become creative, resourceful, responsible, understanding, and patriotic.

It is important to note that the essence of Social Studies in Nigerian schools is not just to prepare the child for the society but also to make him or her to become useful to himself/herself particularly in the preparation for useful, self-reliant and enjoyable adult-life. It is these goals that make the subject essential in the school curriculum. Obemeata (1983) stated that the major attraction of Social Studies is that it deals with human behaviour and the belief that the study can contribute significantly to changing the attitudes of the young and coming generation. This is because every society is concerned, in part, with the behaviour of its members. Behaviour is seen here to mean what people have thought, felt, said or done. In this wise, behaviour refers to causes and reasons, and to results and consequences (Lee, 2006). Social Studies was evolved to address certain societal problems and not to produce experts in an economic profession. It also intends to bring about an all-round development of the individual.

This development, according to Rodney (1990), implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being.' Ikwumelu (1989) stated that the 'development expected here, can be viewed as a multidimensional process involving the reduction or eradication of inequality, absolute poverty, unemployment and slavery or apartheid, as well as institutional changes and economic growth.' These and others are the expectations and skills which Social Studies is called to achieve.

Relevance of Social Studies in Nigeria in the 21st Century

As a matter of fact, no new subject or discipline appears in the school curriculum without strong pressure from the outside world. The introduction of such subject may appear to result

from the advocacy of enlightened educationists who interpret the needs of the time and who succeed in most cases because their proposals are founded on demonstrable social trends. This can be truly said of the introduction and growth of Social Studies Education in Nigeria. Social Studies Education in Nigeria is a product of cultural evolution: cultural evolution being the transmission and transformation of knowledge and values (Estvan, 1985). It grew out of the concern for the ways knowledge and values were transmitted and transformed in the Nigerian society. Social Studies as a civilising influence in human beings' attempt to order their society has some objectives which are very relevant to the Nigerian society in the 21st century.

- Social Studies serves as a veritable tool and catalytic agent for attaining national goals and shaping society;
- Through the teaching of Social Studies, students will engage in independent thinking, weigh evidence, and evaluate facts and ideas to form sound judgment necessary to be effective citizens in this computer age in Nigeria and the world at large.
- Social Studies students would be guided to shun social vices such as cultism, examination malpractice, indecent dressing, corruption, armed robbery, and political bringadage through emphasis on core components of civic and value education;
- Social Studies will teach students contents and concepts that would promote the inculcation of virtues such as honesty, integration, contentment, discipline, cooperation, participation, integrity, trustworthiness, open-mindedness as core values which are very essential for multicultural country like Nigeria. Definitely, the inculcation of such values will promote social, physical, economic and spiritual state and an all-round development of the individual;
- Social Studies education would create an

understanding of people's evolving social and physical environment as a whole in its natural, human-made, cultural and spiritual state. Therefore, for the learners to understand and appreciate the natural and cultural environment, topics such as pollution and climatic change will be emphasized; and

- Social Studies serves as a means of developing in the students a multicultural perspective on the world through an understanding of their differences and commonalities throughout time and place (NCSS, 1994).

What future for Social Studies Education in Nigeria?

We may have to pause here to consider the issues that the teachers of Social Studies might productively focus their collective effort on in establishing an agenda for the future in Nigeria. This consideration will include the Vision-20-2020 and sustaining democracy through Social Studies Education.

The Case of Vision 20-2020

It goes beyond gain saying that any system without an organised government cannot achieve its socio-economic and political aims and objectives. This equally applies to Nigeria. The macroeconomic environment in Nigeria, prior to the commencement of the current democratic governance in 1999, was largely unstable (Centre for Democracy and Development, 2008). In other words, the determinant of an economy of any nation is in its governance. The objectives of vision 20-2020 which include, among others: to place Nigeria among the top twenty economies of the world by the year 20-2020, cannot be achieved without a working democracy.

In order to achieve this, emphasis needs to be placed on the nature of Social Studies curriculum as regards its contents in citizenship education which, from all indications, consolidates democratic principles. This is because Social Studies is society bound and it requires that its curriculum should reflect the problems, yearnings and aspirations of a given society (AbdilRaheem and Ayorinde, 2009).

It has been noted that Social Studies curriculum is determined by the problems and nt of

aspirations of the society in question. Nigeria needs to develop a Social Studies curriculum which will emphasise the issues that unite rather than divide the nation and that will develop responsible citizens who will preserve and continue to advance efforts toward a just and humane society (Bolarinde, 2011). Therefore, the content of Social Studies in Nigeria ought to be determined by the problems of Nigeria. This will be seen in part, in addressing the democratic challenges of the country in order to meet the objectives of Vision 20-2020. This, if otherwise stated, may not augur well for the achievement of the Vision 20-2020 objectives.

Role of Social Studies Teaching in Sustaining Democracy

Social Studies is concerned with three human relationships: human to own self; human to other humans; and human to the environment (Ajitoni, 2008). These relationships lead to the ultimate development of desirable socio-civic and personal behaviour. This was why Lee (2006) observed that Social Studies deals with humankind's social, economic, and political behaviour, at any place where people live or have lived, now or on the past. Behaviour here implies what people have thought, felt, said, or done. As reported by the National Council for the Social Studies (NCSS, 1994), no society will prosper unless its members behave in ways which further its development. As such, every society is concerned with the behaviour of its members; and these members are expected to act wisely. By acting wisely, we mean actions based on knowledge and judged as humane (Lee, 2006). Each person's behaviour tends to reflect the values, ideals, beliefs, and attitudes which such an individual accepts. This behaviour which by implication, refers to causes and reasons, and to results and consequences, have to be sustained and further developed.

The foregoing will be better understood if we look at some of the values and behavioral needs that are essential in democratic Nigeria. Certain values are fundamental to society. By values here are meant the beliefs and ideals which a society esteems and seeks to achieve (Ajitoni, 2017). Among such values expected of Nigerians for the sustenance of the current democratic government are various beliefs. Beliefs in the worth of every Nigerian; equal rights and liberties and corresponding responsibilities;

maximum freedom and equality of opportunities irrespective of ethnic or religious affiliations; and the exercise of individual and group rights in ways that do not endanger other people's rights and national security (Ajitoni, 2017). Other beliefs included by Ajitoni are placing the common good before self-interest, group or class loyalty; placing governance on property exacted and executed law; and that people are capable of governing themselves. These values should be the focus of Social Studies Education for development and sustainable democracy if the discipline must be relevant.

Social Studies Education encompasses the study of human in the environment with the inclusion of civic responsibility. The aim of Social Studies, according to Mike (2011:77) is the promotion of civic competence, knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of Social Studies nor is it exclusive to the field, it is more central to Social Studies than to any other subject area in schools. By making civic competence a central aim, the National Council for Social Studies (NCSS) has long recognised the importance of educating students who are committed to the ideals and values of democracy. An important goal for Social Studies in Nigeria should be knowledge, skills, attitudes, values, and social participation in this diverse, pluralistic and multicultural democratic society. The traditional goals of Social Studies Education— the development of knowledge, skills, and attitudes— are, no doubt, focused on one major goal, that of the development of thinking abilities of the learned (NCSS, 1994).

Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one's community, nation, and the world. It also entails applying inquiry processes, and employing skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving Nigeria's democratic way of life, and participating as members of a global community. Today, Nigerian youths need more than ever, the knowledge, skills, attitudes, values and effective participation in the political arena. This will enable

them to function, not only as members in Nigeria's multicultural society but in the wider society.

Social Studies should be responsible for teaching students the citizenship skills that are required of people living in a democracy. The students learn to be politically active by interacting with each other and with other people around them. What goes on in the classroom should be of great importance here. While learning about how humans interact, students are able to start to form their own belief system. They will interpret what they learn about the past and the present as good or bad and this will form the values that they have for their own lives. What they learn will equally inform their decisions in life (Mike, 2011). It is in this context that Social Studies could be seen as an integrated study of human and the outcome of the interaction with the environment. This implies that Social Studies deals with how human interacts in the society. Such interaction embodies human's interaction in the process of governance in the society.

In Social Studies, students learn about Nigeria and the role of citizens in a democratic society within a culturally diverse nation. They also apply the skills learned to develop an understanding of Nigerian identity and democratic values. The Social Studies programme enables children to participate effectively now in the groups to which they belong and not to look only to their future participation as adults. The school itself serves as a laboratory for students to learn social participation directly and not just symbolically (Ajulo, 2009).

The American School (2010) insists that citizenship transmission be instilled in children with the defined purpose of binding the nation together. This creed would include those core democratic values centred on due democratic process, freedom of choice, respect for others, multiculturalism, free access to information, and respect and value for rational thought. The need for greater emphasis on citizenship education is, in itself, also a need or justification for the teaching of Social Studies which has as an important objective, the promotion of the full range of democratic ideals as the basis of its thrust to achieve effective citizenship education (Harber, 2011).

Carr (2007) elaborates on this dichotomy between the political and social components of citizenship, and concludes that more attention must be given to service learning projects that teach about

the structure of governments and encourage students to engage in political action. For Social Studies to perform its mission of promoting civic competence, students need both to learn a body of knowledge, and to be able to think flexibly, reflectively, and act responsibly to address civic issues in a diverse and interdependent world. The National Curriculum Standards for Social Studies affirms that (NCSS) all Social Studies teachers must inevitably deal with controversial issues, ranging from basic ideas of fairness and equality in a democracy (Annerbeg Foundation, 2011). To be effective in this respect, therefore, Social Studies Education must be attuned to the realities of present day life in Nigeria.

In a similar opinion, Harber (2011) posits that if democratic ideals are worthy of being preserved and strengthened for future generations, then it would be possible to see quite clearly the great need for citizenship education. This becomes more important when it is realised that there are lots of sociological, technological and cultural forces that are at work in the contemporary world, domestically and globally. In the midst of these rapid and bewildering changes, the Nigerian society should have a faith in education and see such education as a major force in enabling the citizens to take hold of the changes, turn it not toward an unending conflict but toward peace and unity in diversity. It then means that through citizenship education, the democratic values are inculcated in the learners. Although these points are noted, the problem is the extent to which these democratic values are being taught by teachers and the level of students' adoption of the values. Therefore, much is needed to be done especially with the implementing strategies in order to provide lasting solutions to the ever present problems in Nigeria.

The Challenges of Teaching Social Studies for Relevance, Development and Sustainable Democracy in Nigeria in the 21st Century

The teaching and learning of Social Studies in Nigeria has, for sometimes now, been faced by a number of challenges. These challenges have called to question the relevance of Social Studies for development and sustainable democracy in this twenty-first century Nigeria. Among such are the ever-changing educational policy of the Nigerian government; the issue of diversity; inadequate public support for the teaching of Social Studies.

The evanescent educational policy: The teaching-learning process which is 3embedded in the curriculum basically involves deciding the answers to the questions of 'Why', 'What', 'How', 'With what?', 'for whom?', and 'How well?'. The scholarly labour pains of the founding fathers of Social Studies Education in Nigeria have tended, today, to be reduced to the issue of the *what*- disciplines, structure, problems, concepts, generalisations; the *how* – inquiry, discovery, telling, large or small group, simulation; the *with what*- the various instructional materials and the *for whom*- the categories of learners. The most important question of all, the *why*- namely, the ends for which content, method, and material are selected, has received less attention. The practitioners of the discipline and, more importantly the educational policy makers, have paid little attention to this all importantly issue of the *why*. It is no surprise then that educational policies keep changing in Nigeria as little attention is paid to the foregoing educational questions.

For many years, Social Studies practitioners advocated for the extension of the discipline to the senior secondary level of the educational system. Instead, Civic Education was severed from Social Studies and the same was taught at the primary and secondary levels. However, no sooner was this introduced than a new curriculum came up in the name of 'Morals and Values Education.' Social Studies, Civic Education and Religious Education were subsumed and reduced to 'themes' in this new dispensation. The success or otherwise of the new curriculum had neither been tested nor evaluated when hues and cries came from different angles against the new curriculum.

Diversity and inadequate teacher preparation: Nigeria is a diverse, multiethnic, multicultural, and pluralistic society and most schools and classroom reflect this. Diversity is reflected in the child's development as well as in the social and cultural backgrounds. This diversity is also reflected in the school type selected, location of schools and infrastructures in the schools (Ajitoni, 2017). These psychological, sociological, cultural, and physiological factors affecting diversity in Nigerian classrooms place a burden on the teacher. This is because the teacher, at any particular point in time, must be conscious of the average learner's physical, social, emotional, and academic readiness for the curriculum awaiting the learners. As teachers

are saddled with the responsibility of teaching and communicating with heterogamous learners fort positive behaviour change, they need to be pr epared for such tasks. They need to be qualified and sensitised to students' diversity. This preparation has two critically important components; *teacher knowledge of the subject matter* to be taught and knowledge and skill in *how to teach* that subject (Goe and Stickler, 2008). This is not to say that other aspects are not important. They are Teachers of Social Studies should possess knowledge and understanding of the subject matter and the how to teach or pedagogical preparation for effective teaching. However, in the absence of 'qualified' Social Studies teachers, government, in so many schools, engaged teachers from other disciplines to teach Social Studies. Here, Social Studies teaching is reduced to textbook instruction in the content without the *social education*. Content *alone* cannot make up the whole Social Studies programme any more than social education alone. Both are essential and complementary, and both must be in sensible proportion in any sound Social Studies programme that is designed to meet the needs of the society (NCSS, 1994).

It is, therefore, important for modern day Social Studies teachers to teach the subject with careful selection and use of instructional materials that can be suitably employed by the teacher at all levels to promote effective teaching and learning. Resources which enhance effective learning should include the resources that are able to make permanent impressions on the minds of the learners. The reverse is the case in Nigeria because most of the relevant teaching materials are not available for use and this hinders effective teaching of Social Studies for relevance in the 21st century. There are other challenges and these include the following:

Colonial Heritage: The colonisers through their various activities inadvertently sowed the seed of disunity in Nigeria. An example of such activities is the arbitrary creation of the Nigeria state and the division of Nigeria into three regions (North, West and East). As a result of this, even several years after independence, Nigerians see themselves as belonging more to their cultural or ethnic regions than to the country.

Religious Bigotry: In Nigeria, religious fanatics frequently use the two major religious (Christianity and Islam) in dividing rather than uniting the people.

Examples of this are the Maitatsine religious uprising in Kano and Yola (1980 and 1982), the Kafaanchan religious riots of 1987, which spread to some parts of Northern Nigeria, the Kaduna religious riots of 1996, the Ilorin religious riots of January, 2000 and the Sharia riots of February, 2000 in Kaduna that spread to Aba and other parts of the country.

Bad Leadership: This is manifested through ethnicism, tribalism, nepotism, corruption and the obnoxious 'divide and rule' policy introduced by the British which our leaders still use to ensure that they keep themselves perpetually in office. They do this by promoting ethnicity and sectional loyalties instead of working in the overall interest, and promoting nationalism and the values of good citizenship.

Ethnicity and Ethnocentrism: Enaiyeju (2002) has suggested that tribalism, like religion, has always served the interest of the ruling class in keeping the people confused on their legitimate rights. There were signs that Nigeria at the time of independence gave the Nigerian people a togetherness but not unity. It gave Nigeria confidence but not strength. It is a convenient device to perpetuate the people's ethnicity and religion-at the expense of addressing the real social, political and economic issues.

Skewed Development: In Nigeria, development, more often than not, is one sided, that is, in favour of those in power and the urban areas. This breeds ill-feeling and resentment amongst the marginalised group.

Ignorance: The low level of literacy brings about low-level consciousness. This makes Nigerians to be highly suspicious of each other and to be looked upon as a group that is manipulated for inordinate reasons. One will be quick to add that this low level of literacy or ignorance is evident among the ruled and the rulers (World Bank, 2006).

Language: Language has become another force to reckon with in as fields of human endeavour throughout Nigeria. Whenever an individual cannot speak the language of the people he/she works or interacts with, things become difficult to achieve. Inability of some candidates to speak the language of the people in the immediate community makes it impossible for them to secure jobs or gain employment in a place outside theirs.

Politics: The factor has become very important in Nigeria today. The party to which one belongs now dictates the activities of people in Nigerian politics

today. There have been cases where the peace and stability of the nation been affected as a result of the nature of political activities of the period.

The failure to meet up with the realities of the 21st century life after education necessitates a major curriculum restructure. The present curriculum, indeed, only prepares students for rote learning and memorisation. The products of this system lack the basic essentials of democratic citizenship. It is bereft of creativity and critical thinking. This does not encourage analysis and questioning. Any democratic pedagogy must seek to save its citizens from intellectual slavery and enable them to restore confidence and independent mindedness.

Prospects of Social Studies in Nigerian Development in the 21st Century

In spite of the challenges identified in this write-up, there is a bright light at the end of the tunnel. In other words, the war against corruption in Nigeria can be won through the teaching of Social Studies because the subject teaches the practice of virtue by all and sundry. This is the ultimate route to behaviour change or modification which could reduce corrupt practices in Nigeria and facilitate national transformation.

Developing the spirit of national consciousness and patriotism is one of the objectives of Social Studies education. To transform the nation from the part of corruption to progress and development, there is need for attitudinal change. It is worthwhile to note that although it has been said that corruption is everywhere, not all people are corrupt or practise corruption. At good number of people in Nigeria and even in government do not practise corruption, and such ones should be recognised, honoured and emulated.

This is why Social Studies education becomes a veritable tool to combat corruption. When corruption becomes widespread, people, including some honesty ones, concentrate on developing themselves instead of developing Nigeria. The analytical approach of Social Studies helps students identify the root causes of problems and assist them to proffer the right solutions to them. Through various methods, students are able to appreciate the disastrous effects of corruption and corrupt practices and its implications on national transformation.

Besides, if Social Studies has successfully d

been used by the more advanced nations of the world (USA, GB, France and Germany) and are still using it as a vehicle for development and nation building, the same could be used for the advancement of Nigeria. The experiences of these great countries are instructive for Nigeria in its bid to transform and transmit its values for unity in diversity.

The methodology usually employed in Social Studies to achieve its objectives makes it an antipode to corruption for national transformation. Such methods as inquiry and problem solving, discovery and discussion, which engage students in thought–provoking and activity–oriented ventures help to reflect on issues, think critically and make rational decisions. Any problem identified and tackled at surface level, obviously will not achieve a lasting solution. Social Studies helps students to look beyond the surface. It helps to probe, investigate and interpret issues and problems so as to provide solutions that could stand the test of time.

Social Studies teaches individuals to have respect for dignity of labour. This makes learners realise that they have got to be profitably engaged in one employment or the other which will make them earn a living, and free from depending on other, or begging or stealing to survive. One of the causes of corruption is unemployment occasioned by an age-long misconception about western education and schooling. The relevance of this can better be appreciated when we look at the concerns of the subject which is not only committed to the development of the cognitive domain but also for producing and instilling the tenets and objectives of the affective domain.

The perennial problem of corruption and other social vices which has constituted a clog in the wheel of progress in Nigeria bothers on attitudes of people (Onifade, 2006). As reported by Ego (1980) many years ago, at the root of many psycho-social problems faced by developing nations are the issues of values and attitudes. Onifade (2006) further buttressed this when she reported that Social Studies influences the attitude of the young and upcoming generation by giving them the opportunity to learn to develop these values and attitudes as early as possible in life thus enabling them to direct and focus their minds towards a new nation.

It is an incontestable fact that citizens are made, not born. Accordingly, it is a lack of national consciousness which manifests in the prevailing attitude of most Nigerians that the country exists to

be exploited and committed to self-aggrandizement rather than an entity to be developed. A nation whose citizens lack national consciousness is a nation that has lost its harmony. A viable option to restoring a deleterious situation like this is by giving Social Studies the recognition it deserves because it is one if not the only school subject whose primary aim is the propagation of effective citizens. Social Studies is citizenship transmitter.

Social Studies stresses, more than any school subject, the affective domain of learning. By including in learners such values as cooperation, hardwork, true sense of nationhood, loyalty, commitment, patriotism, dedication and unity of purpose, among others, learners are able to shun corruption and other social vices. The curriculum contents of Social Studies have aspects which educate students on their duties and responsibilities to the nation, as well as aspects which discourage anti-social and maladjusted psychological behaviours (such as eccentricism, bribery and corruption) through values considered inappropriate in Social Studies lessons. These will pave way for the needed national transformation.

By the very nature of Social Studies education as an integrated subject, the learner is made to develop an integrated view of reality that will enable him or her to make well-thought out and rational suggestions geared towards national transformation after viewing the world as an integral whole or in holistic frame and not as separate fragment (Mezieobi, 2010).

Conclusion

The aim of Social Studies education is to examine and understand various communities both locally and globally. It equally seeks to study their various heritages, physical systems, interactions and the nature of citizenship within them. The students learn the role of citizens in a democratic society. This can only be effectively practised if those active and responsibly elements of the curriculum arte embedded in the Social Studies teaching by creating reflective student dialogue in their roles as citizens.

Learning must be structured to permit critical thinking, and be experience-based. Students should be encouraged to interact among themselves and practise democratic values while in school. Educators should encourage learners to think freely and democratically; it must encourage learning through discussion and reflection. Teaching and learning, therefore, must necessarily be a democratic

process so as to promote the development of democracy. Teachers can achieve these by creating democratic artiness and organizing informal discussions in the classroom that involve the democratic principles.

Suggestions

For effective teaching of Social Studies and for the subject to be used as a catalyst for national development, the following are suggested:

There is need for materials election in such a way as to inculcate the spirit of patriotism. That is a deliberate effort should be made to challenge the pupils to examine certain positive values and attitudes and the need to adopt them.

There is need to make pupils think critically about issues and social problems. Pupils should be made to appreciate the need to cooperate with fellow citizens for peace and unity of this country.

Pupils should be taught the need to appreciate their cultural values and respect for those of other people. They should be made to develop the spirit of tolerance particularly in religious, social and cultural matters. Some resources of Social Studies such as literacy materials, radio and television programmes, which have hitherto been neglected in the Social Studies curriculum should be recognized.

The Social Studies Association of Nigeria (SOSAN) should be in the forefront of the campaign to fight corruption which is the greatest enemy of development in Nigeria. This can be in the form of national rally on anti-corruption.

More textbooks should be written and published by Social Studies specialists to prolong the fight against corruption. Such books should have illustrations and examples that will dampen corruption.

The nature of any society is determined by its education system. Teacher of Social Studies at all school levels should provide appropriate experience as they guide learners in the study of power, authority, and governance.

Social Studies teachers can introduce students to experiences that can offer political information. By this, the students can proffer solutions to the problems of Nigerian democracy. Nigerian Social Studies curriculum should emphasize the issues that promote democracy and that will develop responsible citizens who will preserve and continue to advance efforts toward a just and humane society.

The Social Studies Association of Nigeria (SOSAN) should ensure that in formulating appropriate strategies for implementing Social Studies curriculum, it is pertinent that students are encouraged to become active in the political process while in school and take part in decisions affecting them. This will go a long way in training them in the process of governance and help them to solve the problems in the society through democratic process.

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