

IMPLIMENTATION OF SOCIAL STUDIES CURRICULUM IN SENIOR SECONDARY SCHOOLS FOR VALUE RE-ORIENTATION IN OGUN NIGERIA.

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Abstract

The study examined the contribution of the implementation of the Senior Secondary School Social Studies curriculum towards engendering value re-orientation in Nigeria. It adopted a descriptive survey research design. The population comprises of all secondary school teachers in Abeokuta South Local Government Area of Ogun State. A random sampling technique was used to select ten (10) secondary schools in the Local Government area. Fifteen teachers were randomly selected from each of the schools to make a total of one hundred and fifty (150) as sample for the study. The instrument used for data collection was a questionnaire with four point scale. Data analysis was done using simple percentage. Findings from the study revealed that there are many social problems facing Nigeria citizens which are major barriers towards national development and that Social Studies can help to address majority of the social issues, if the curriculum is properly implemented. It was therefore suggested that for effective value orientation and to promote unity in the country, Social Studies should be taught at all levels of education including Senior Secondary Schools in Nigeria. Hence, it is essential that the social studies curriculum should be implemented in senior secondary schools to compliment what students have been taught in the junior classes

Keywords: Social Studies, Senior Secondary Social Studies Curriculum, Senior Secondary School, Value Re-Orientation

Introduction

The traditional subjects like geography, history and civics inherited from the colonial education system according to Mbaba & Omabe (2012) were criticized for not being relevant both in purpose and content to the immediate needs of the Nigerian child and the society at large. The traditional subjects also encouraged learners to know more about the colonial master's country than about their own environment and the pressing problems in their society (Ikem & Reuben, 2012). Social Studies in several nations of the world are essentially introduced to meet certain specific needs and aspirations of the people. In Britain for instance, Social Studies was introduced into the school curriculum after the first and second world wars as panacea for resolving social problems (Edinyang & Ubi, 2013). The Nigerian society is not an exception to this; however, it partly explains why Social Studies has been given a pride of place at all levels of the Nigerian education industry. The corruption free, humane, moral and integrated society which Nigeria is craving for cannot be achieved without a sound foundation as well as instructions in Social Studies as a unique area of discipline that is committed to transmitting and forming the values of citizens of this great nation.

Social Studies was prepared to take care of Nigerian social issues, national values and moral education in the post-independence era. However, the subject is not implemented at the senior secondary school level. It seems that this is the major reason why senior secondary school students exhibited some delinquent behaviours in Nigeria. The Federal Government re-introduced Civic Education in 2009 to cater for the moral laxity among the secondary school students, instead of implementing the Social Studies curriculum at the senior secondary school level. According to Ogundare (2001), Social Studies is a study of survival strategies in an organized curriculum as well as the process of finding solutions to problems. In this regard, Social Studies as a subject in the Nigeria educational system needs to be implemented in Senior Secondary Schools in order to cater for the social problems, especially in a situation whereby Nigeria as a country is facing an

avalanche of social problems such as religious intolerance, suicide bombing and acts of terrorism that pervade the relationship of citizens especially in the northern region of the country where many lives are being lost and properties worth billions of naira destroyed.

Talking about reorientation, this is the act of changing, adjusting, aligning or realigning something in a new or different situation. Value reorientation is therefore conceptualized as the act of deliberately attempting to change the direction which attitudes and beliefs in Nigerians are currently orientated or the act of adjusting or aligning behaviour, attitudes and beliefs of Nigerians in a new or different direction within the public discourse of contemporary Nigerian politics (Osisima, 2012). This is articulated as a move away from corruption, embezzlement, dishonesty and general indiscipline to the direction of virtues of honesty, patriotism, hard work, and general abhorrence of social vices (Okafor, 2014). Njoku (2011) sees value reorientation as inculcating good values that can help Nigeria out of her numerous predicaments and can refocus the nation through greatness. A closer look at the above definitions, would make one agree that Nigeria would be rapidly transformed if she embraces good moral values, which have the potentials to re-orientate the attitude and behaviours of Nigerians and to bring significant reduction in corruption, indiscipline, immorality, terrorism, kidnapping and other social vices.

Lack of value orientation in Nigeria educational system manifests itself in all levels of education, (primary, secondary and tertiary institutions). As teachers, we have seen different forms of corruption existing in all our institutions of learning today. For example, examination malpractice, financial malpractice between students and lecturers, embezzlement, exploitation of students, lecturers taking advantage of students, etc. The existence of different forms of corruption in many Nigerian institutions has led to the decay of positive moral values in schools. Corruption and lack of value orientation in the society have enormous negative effects on the output of graduates in the area of productivity and the degree of acceptance in the society.

Ajiboye (2010) ascribed Social Studies to be a school subject that is ready to direct and give learners a free hand and opportunity to make enquiries, investigate, discover, discuss, experiment and acquire experiences in order to make decisions on social issues and problems and to find solutions to them. Social Studies is a subject that can enable the citizens to make enquiries, find out about issues and experiment social issues in the society, especially in the area of indoctrination that have led to fanaticism and terrorism among people in the country. Watts (2017)

posited that Social Studies is to help young people develop the ability to be informed, reasoned and take decisions for the public good as citizens of a culturally diversified and a democratic society in an interdependent world. Jorgennsen, (2017) opined that Social Studies is the study of people, therefore, Social Studies should help students acquire knowledge, master the processes of learning and become active citizens.

Social Studies is an integrated study of the social sciences and humanities to promote civic competences. Within the school programmes, Social Studies provides coordinated systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion and sociology, as well as appropriate content from the humanities, mathematics and natural sciences. Social Studies was introduced to solve national problems including religious intolerance, indiscipline, cultism, drug abuse, examination malpractices, armed robbery, drug counterfeiting, kidnapping, child abuse and trafficking. It also inculcates moral values such as patriotism, trust worthiness, honesty, hard work, religious and political tolerance, obedience to parents and constituted authority. According to the Nigeria Educational Research and Development Council (NERDC) (2012), in the context of the current reduction, selection and harmonization of the UBE curriculum titled Religion and National Values, is the umbrella embracing the previously autonomous subjects of Religious Studies (Christian Religion and Islamic Studies), Civic Education, Social Studies and a new addition, Security Education. The rationale for the new title is the need to emphasize the importance of values across the educational spectrum. In this new arrangement, each of the subjects that were merged becomes a theme under the umbrella subject title.

It is obvious that most of the National values are embedded in Social Studies. Okam and Lawal (2011) posited that Social Studies creates an awareness and understanding of the evolving social and physical environment as a whole in its natural, man-made, cultural and spiritual resources, together with rational use and conservation of these resources for national development. It also helps to develop a capacity to learn and to acquire basic skills, including not only of listening, speaking, reading and writing, and of calculation but also those skills of hand and head together with those of observation, analysis and inferences which are essential for the forming of sound social, economic and political judgment; Gotep (2013) also observed that Social Studies is a vehicle that can be used to solve societal problems. He stressed further that the subject seeks to

help the young learners to acquire the essential knowledge and skills to develop in them the ability to make informed and reasonable decisions in a pluralistically diverse and democratic nation.

Baba, Kudu, Ibrahim & Abubakar (2015) also noted that Social Studies is an indispensable subject when it comes to the promotion of moral sanity and discouraging undesirable ones. Gotep (2013) posited that Social Studies provides the knowledge, skills and disposition for individuals and proficiency for growth and development. In the process of finding solution to the problem of national unity as stated in Social Studies objectives, Okafor (2014) listed general objectives of teaching Social Studies in Nigeria to include development of individual towards total adjustment within the society, development of sympathetic appreciation of the diversity and interdependence of all members of the local community and the wider national and international community, development of sense of responsibility, patriotism and effective citizenship as well as development of both intellectual and manipulative skills as well as positive attitudes and values such as honesty, dignity of labour, co-operation, justice, unity and love for development of the nation and individual.

The Social Studies curriculum is aimed at building a sound and balanced mind as a foundation for functional social education directed towards the development of intelligent, responsible and self-directing citizen. Integrating and dispensing social knowledge through the instrumentality of Social Studies curriculum design in Nigerian schools is directed towards the following objectives: Self-confidence and initiatives; Power of imagination and resourcefulness; Desire for knowledge and continued learning; Sense of compassion for the less fortunate; It brings about sense of respect for and tolerance of the opinion of others; Social values and attitudes such as: cooperation; participation; interdependence; open-mindedness; honesty; integrity; trustworthiness; diligence and obedience and spirit of national consciousness and patriotism are all embedded in Social Studies.

Towards achieving these basic goals, the subject is designed to provide insights into the use of various knowledge structure and procedure from the social sciences that have relevance in modern civilizations; to be concerned with fostering students better understanding of the movements, events and personalities that have influenced the history of their immediate environment and the wider world as a global community; to foster and improve human relations through a better understanding of others within the immediate environment and beyond. However,

the sources of knowledge structured in the Social Studies curriculum is drawn mainly from the social sciences; though, with an orientation that differs from the individual subject disciplines of the social sciences (Adebayo, Obaje & Uzokife, 2015).

One of the problems faced by Social Studies as a course of study in Nigeria educational system is non implementation of the curriculum at the senior secondary school level. Torpev (2007) opined that Social Studies as an interdisciplinary subject deals with concepts and generalizations meant for national integration, socio-economic development as well as the development of right attitude and values which are needed for national unity. Non implementation of Social Studies curriculum at the senior secondary school level is jeopardizing the attitude of senior secondary school students on moral behaviour and character development. Torpey (2007) agreed that Social Studies is a subject that orientates learners on how to live harmoniously and to take advantages of the environment around them.

Social Studies gives appropriate experiences which further enhance the students' knowledge about how different things and people affect their day to day lives. However, in order to investigate poverty in the society, students require knowledge of subjects like History, Economics and Politics. Students first have to acquire information and comprehend ideas such as discrimination, resource allocation and political priorities. Students need to be aware of, analyze and evaluate the existing connections between those ideas and theories to make sense of how poverty affects certain populations in the country. The knowledge could be further put to use to foster creativity if students are asked to think about ways or come up with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays or class projects.

Social Studies helps to enhance the social understanding of students. Different topics included in the Social Studies curriculum for various age groups like types of families, clothes we wear, food we eat, our country, socio-religious reforms, challenging the caste systematic etc. help students to observe, learn and realize human behaviour, values and attitudes and the interrelationships which exist among different people. Students are aware of the different religions and cultures which exist in the world other than their own. They also learn about the societal strata and norms of society and the need of various governing bodies and other institutions. The above

listed could in turn help the students to develop a wider perspective of society and the human condition.

Furthermore, learning about the different religions, social and cultural beliefs, castes and creed, nationalities and ethnicity, values, languages, festivals, food and clothing and types of families makes students to be aware that the society they live in, is diverse and multicultural and yet there is interdependence and interrelatedness between different people, families, cultures, religions and countries. This helps students to recognize the benefits and challenges of living in a world with multiple cultures and ideologies. The awareness help them to be aware of the importance of democracy, rights and freedoms and the fact that in order to live and coexist peacefully, each and everyone needs to respect, trust and balance the various opinions, values and attitudes, lifestyles, cultures and practices and ideologies existing in society.

Again, it helps students to become better citizens. Subjects embedded in Social Studies like Economics, Political Science and History educate students on Political Ideologies, Constitutional Laws, Citizenship, Rights and Duties, Morals and Virtues, Social Code of Conduct thus making children aware of their roles and responsibilities particularly in relation to social and civic affairs. It should be equally noted that Social Studies as a subject with its objectives originated from the Nigerian National Policy on Education, is with the structure of a free, just and egalitarian society. It also denotes the fact that the society should be united, strong and self-reliant. As a result, the society will attain the status of a great and dynamic nation full of opportunities for all citizens. Thus, it will enjoy a strong and stable economy (FRN, 2013).

It has been observed that there are some forms of delinquent behaviour exhibited by Senior Secondary School Students that negate National Development such as disobedience and moral laxity among others, which need to be addressed. Social Studies curriculum that is embedded with moral education and societal values needs to be implemented in Senior Secondary Schools in order to address the problems of moral laxity among secondary school students, such as lack of respect for constituted authority, indecent dressing, disobedience, waywardness, among others. However, this study noted that it is necessary that the Social Studies curriculum should be implemented in senior secondary schools in order to curb the menace of moral decadence among the students of that level in Nigeria.

Objectives of the Study

The main objective of the research is to determine the significance of the implementation of the Social Studies curriculum in senior secondary schools for value re-orientation in Nigeria. The specific objectives are to:

1. Investigate the need for the implementation of the Social Studies Curriculum in senior secondary schools in the Nigeria educational system.
2. Seek the perception of Social Studies teachers and students on the implementation of the Social Studies curriculum in senior secondary schools.

Research Questions:

The study is guided by the following questions:

1. Is there any need for implementing the Social Studies Curriculum in Nigerian senior secondary schools?
2. What are the perceptions of Social Studies teachers on the implementation of the Social Studies curriculum in senior secondary schools?

Methodology

The study adopted the descriptive survey research design. The population comprises of all Social Studies teachers in Abeokuta South Local Government Area of Ogun State. Random sampling technique was used to select 10 schools in Local Government, while 15 teachers were randomly selected from each of the chosen schools to make a total of 150 as sample for the study. A self-developed questionnaire was used as instrument for data collection. The instrument was validated by experts in measurement and evaluation. Data collected was analyzed using simple percentages.

Presentation and analysis of Data

Question1: Is there any need for implementing the Social Studies Curriculum in senior secondary schools in Nigeria?

Table 1: The need to implement the Social Studies Curriculum in Nigerian Senior Secondary Schools

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	The implementation will enable Social Studies students to cater for national values and social problems in the nation.	74.00	74.00	26.00	26.00	100	100.00
2.	Social Studies enhances the social understanding of Students	46.00	46.00	54.00	54.00	100	100.00
3.	Social Studies gives appropriate experiences which further enhance students' knowledge	60.00	60.00	40.00	40.00	100	100.00
TOTAL		180.00	60.00	120.00	40.00	300	100.00

The data in table 1 shows that majority of the respondents (74.00%) chose 'Yes' for item 1 while the remaining 26.00% opted for 'No'. For item 2, majority of the respondents, 46.00%, chose 'Yes' while the remaining 54.00% selected 'No'. 60 of the respondents 60.00% selected 'Yes' for item 3 while the remaining 40.00% chose 'No'. The cumulative values of YES (60.00%) is higher than NO (40.00%) responses. The analysis in the table shows that the cumulative agreement with all the items depicting the need of Social Studies in Senior Secondary school was 60% while the cumulative rate of disagreement was 40%. Since, the cumulative values of agreement are higher than the disagreement, therefore, there is need to implement Social Studies at the Senior Secondary School level.

Question2: What are the perceptions of Social Studies teachers on the implementation of the Social Studies curriculum in senior secondary schools?

Table 2: Perceptions of Social Studies teachers on the implementation of the Social Studies curriculum

S/N	ITEMS	YES		NO		TOTAL	
		Freq (N)	Percent %	Freq (N)	Percent %	Freq (N)	Percent %
1.	The Social Studies Curriculum contains concepts on moral education which needs to be extended to the senior secondary school	90.00	90.00	10.00	10.00	100.00	100.00
2.	Social studies can promote the inculcation of all-round moral values in students	58.00	56.00	42.00	42.00	100.00	100.00

3.	Social Studies at the senior secondary can help to reduce the moral decadence Nigeria is facing currently.	82.00	82.00	18.00	18.00	100.00	100.00
TOTAL		230.00	76.70	70.00	23.30	300.00	100.00

The analysis shows that that majority of the respondents, 90.00%, chose ‘Yes’ for item 1 while the remaining 10.00% chose ‘No’. For item 2, majority of the respondents, 58.00%, selected ‘Yes’ while the remaining 42.00% selected ‘No’. Majority of the respondents (82.00%) opted for ‘Yes’ for item 3 while the remaining 18.00% chose ‘No’. Therefore, the cumulative value of Yes (76.7%) is greater than No (23.3%) value.

Discussion of Findings

The analysis in table 1 indicates the need for implementing the Social Studies Curriculum in senior secondary schools in Nigeria. .Based on this result, there are needs for implementing the Social Studies curriculum in senior secondary schools in Nigeria. Sixty percent of the respondents agreed with this notion. This finding is in line with that of Baba Kudu, Ibrahim and Abubakar (2015) who posited that there is need for commencement of the teaching of Social Studies at the Senior Secondary school level. The finding also corroborates that of Adebayo, Obaje and Uzokife (2015) who suggested that Social Studies should be introduced in the senior secondary schools either as a distinct school subject or as citizenship education.

The analysis in table 2 indicates the perception of Social Studies teachers on the implementation of the Social Studies curriculum in senior secondary schools. Seventy-six point seven percent (76.7%) of the respondents testified to it. The finding is in line with the findings of Abdu-Raheem (2018) who found that teachers generally perceived Social Studies as a value laden subject. He also revealed that there is no significant different between the perception of teachers and students on implementation of Social Studies curriculum in senior secondary schools in Nigeria. Teachers and students of Social Studies might have agreed because of the objectives of Social Studies that include national values

Conclusion

There are many social problems facing Nigeria citizens which are major barriers towards national development, hopefully, Social Studies can be used to address the social issues, which include religious intolerance, suicide bombing, kidnapping, rapping, cultism, internet fraud, armed

robbery and disrespect to elders and constituted authority among others, if the curriculum is properly implemented by Social Studies experts. The reasons why Social Studies was introduced to Nigeria educational system should not be jeopardized, because it focuses on social issues, values, moral education and other related concepts that can promote unity. The objectives of Social Studies that are in line with national policy on education objectives has shown that Social Studies is an essential subject to be taught at all levels of education including Senior Secondary Schools in Nigeria. This could give room for the concepts of religious teaching, values as well as moral education that are embedded in Social Studies curriculum to be fully implemented in Nigeria education system.

Recommendations

In the light of the above elucidations, the following recommendations are made:

- i. Social Studies curriculum should be implemented in senior secondary schools to compliment what students have been taught in Junior Classes and also to enhance the effective teaching-learning process.
- ii. Non-experts should not be allowed to teach Social Studies at all educational levels in Nigeria.
- iii. The benchmark for Social Studies teachers' qualification should be raised because of the new innovations and technological advancement.
- iv. Regular seminars and workshops should be organized for the Social Studies teachers to update their knowledge on the subject for effective and efficiency service delivery.

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