

Investigation into Social Studies Education as a Tool for Sustainable National Security

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Abstract

The purpose of this study was to investigate into social studies education as a tool for sustainable national security. The study was guided by three research questions and one hypothesis. The area of the study was Awka and Ogidi education zones. The population of the study was 300 social studies education teachers found in all the public secondary schools in Awka and Ogidi education zones. A stratified simple random sampling technique was used to select ninety four (94) sample of social studies education teachers from fifty secondary schools with qualified social studies teachers. Questionnaire was used in collecting the data through face to face administration method. The instrument was social studies education for sustainable national security (SSESNS) with 16 items in number. The data collected was analyzed using mean statistics for the research questions and the hypothesis test was done with chi-square statistics at 0.05 level of significance. Findings of the study show that there is significant influence of social studies education on sustainable national security in Nigeria. The study concluded that the extent of this influence in sustaining national security is very high. Therefore, the study recommended that since the teaching and learning of social studies education is an important instrument for sustenance of national security in Nigeria, government should seek for proper implementation of social studies education curriculum in secondary schools found in Nigeria and Anambra state in particular. This could be done through provision of funds, recruitment of qualified social studies teachers, provision of adequate instructional materials, teachers' professional development programmes and creation of enabling environment for teaching and learning of social studies.

Keywords: Social studies education, sustainable national security, quality ingredients

INTRODUCTION

Education in any society is the bedrock of human development. It is the foundation and frontier of inculcating knowledge and awakening people's understanding in the society. The Nigerian education system adopts 6-3-3-4

system which include; the primary level, junior secondary level, senior secondary level and tertiary institutions (Federal Republic of Nigeria, 2004). The system of education allows that social studies be taught at primary schools, junior secondary schools and be studied at tertiary institutions as a discipline. Social studies as a subject of its own in primary and post primary institutions is a very good instrument to tackle social insecurity affecting Nigeria. It is seen as a problem-oriented discipline which studies man and the influence of his natural environment (Danladi, 2005). It is a study of problems of survival in an environment and how to find solutions to them (Ogundare, 2000). This means that social studies study about man's response and struggle to survive in his environment.

According to Zamillo (2013), Social Studies is defined as the integrated study of the social sciences and humanities to promote civic competence. He said that, Social Studies provide coordinated and 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. In a nutshell, Social Studies is a subject that studies man and the physical, social, cultural, political and economic environment with the intent of proffering solution to man's unending problems through acquisition of skills, attitudes, values, knowledge and interaction with especially the physical and social environment for individual, societal and national sustainability and development.

Social Studies education is defined (Oyesikun, 2018) as "a curriculum instrument that embodies knowledge, positive attitudes, sound values and useful skills required and meant to be adequately acquired to help individual learners..." These learners learn to live, adapt, adjust, relate, interact, and survive, as well as ensure the survival of others in order to contribute effectively to the growth, development and sustainability of the total environment for advancement of mankind.

The objectives of teaching social studies education involve; helping learners develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world, build the spirit of self-confidence and initiatives in students, enable the students develop sense of respect for and tolerance of the opinion of others. It will make the students have regard for social values and attitudes like: cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence and obedience. It imparts the spirit of national consciousness and patriotism, sanitation and security of the environment, power of imagination and resourcefulness, desire for knowledge and continued learning, sense of compassion for the less fortunate in the society (Garb, Singh, Yusuf and Saad, 2012).

Furthermore, social studies education is concerned with enhancing 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, foster and improve human relations through a better understanding of others within the immediate environment and beyond. The teaching and learning of social studies education is characterized by these qualities; enlightening the people on the good and evil, equip the students with attitudes, values, knowledge, and skills for self-employment in the society, security education and promotion of civic competence.

On the other hand, national security is the act of protecting the country from internal and external attack through adequate provision and maintenance of security agencies of the nation. According to Mohammed (2007), national security is defined as a condition whereby a country is free from any form of fear and threat to its peace, stability and progress. It is the ability of the nation to protect and restore public Confidence in the state and its institutions. The sustainable national security is seen as a persistent and positive improvement in the existing state of security of a nation. It is a gradual change and continuous progress to consolidate, protect and ensure safety of lives, property and affairs of the nation for overall growth and development.

However, a sustainable national security cannot not be possible without people having the right attitude and clamor for peace, unity and development. In fact this is where social studies education comes to play because, a nation cannot achieve sustainable security in the state of violence, kidnapping, corruption, examination malpractice, killing, Boko Haram insurgency, suicide bombing, looting of public funds, embezzlement and frauds. Meanwhile, the citizens have to be re-oriented to have right attitude, knowledge, spirit of peace, unity, oneness and progress, and this is why Social Studies Education is very paramount at this stage in Nigeria. The Social Studies Education is embodied with all kinds of knowledge needed to educate, equip and train students to become good and reliable citizens of the country. This knowledge is included in the objective of studying social studies as stated by Zamillo (2013); "to help learners develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world". According to Moffitt (2017), Social Studies education is able to respond to social change because it interprets the actions, attitude and the behaviour that individual puts up whenever there is change in the society. Adesina and Adeyemi (2009), maintain that teaching and learning of social studies education in our primary and junior secondary schools can create a peaceful atmosphere for possible and realizable progress and general security development of the nation. Okam (2006), affirmed this observation when he said that social studies education incorporates all aspects of reforms and innovations needed

to be acquired by citizens for the progress of the society. The social studies curriculum can inculcate security consciousness, culture and its imperatives on the students.

Also, with knowledge of Social Studies Education, learners can understand and appreciate their rights and responsibilities as member of the society, learn to uphold the laws of the land, develop to be morally upright, honest, incorruptible, respectful, responsible, faithful and loyal, acquire functional skills and develop to be self-reliant (Edinyang, 2015). In a report given by the Social Studies Association of Nigeria, (SOSSAN, 2006).“Social Studies Education is very vital in today’s society more than any time in our history. As citizens in the 21st Century, we must be prepared to deal with rapid change; complex, local, national and global issues; cultural and religious conflicts; peace and conflict resolution and national security”. The Social Studies education prepares citizens to be competent, adjustable and comfortable in an era of global insecurity and can connect them with the dynamic world (Enu, 2011; Mezieobi & Onyeanus, 2011). The knowledge of Social Studies Education in primary and secondary schools help learners develop competencies that will prepare them for rapid growth, peaceful living and mounting inequalities in the society. It can also, train students in the areas of security education and civil defense for which Nigeria is simply the leader.

Thus, the current state of security challenges in most places in Nigeria and Anambra state in particular has become detrimental to the question for sustainable national security, looking at the spread, proactive measures need to be put in place in order to impart the essentials elements of security to children through the curricular instrument of social studies education. Therefore, the Social Studies education is a major curriculum tool used for classroom instructional delivery of various issues bothering on human and national development, just as security. According to the report of Wali and Essien (2015), we need the insight and critical thinking skills in social studies to fight insecurity and other ills to make our nations fairer and freer. Finally, the teaching and learning of Social Studies Education becomes unavoidable as it brings about sustainable peace and security not only in Nigeria but in Africa generally. UNESCO (2009) in her publication opined that “since war begins in the minds of men, it is in the minds of men that defense of peace and security must be constructed. The Social studies education can bring changes in the mind of a person from evil to good, from violence to peace resolution, intolerance to tolerance and from war to peace thereby bringing about a persistent protection of lives and properties in the family, community, government and the nation at large. In the light of the above facts expressed in this study, one can boldly say that national security cannot be sustained without proper implementation of Social studies curriculum in primary, secondary and higher institutions. Hence, this study

aims at examining social studies education as a tool for sustainable national security.

Statement of the Problem

Safety of lives and property is the desire of every individual, group and government of a country. However, in Nigeria today, the issue of security has become a national dilemma, that no place seems to be safe in the country because of the wide spread of social problems as Boko-Haram, Niger Delta Insurgence, Fulani herdsmen, suicide bombing, assassinations, kidnapping, arm-robbery, political sponsored killings, frauds etc. The manifestations of these in the country have hindered the achievement of sustainable national security. This is because no life is secured, no property can be protected and no meaningful development can be achieved in the state of conflict and fear. Perhaps, the security question in Nigeria has pushed the country to economic recession, hunger, brain drains of intellectuals to other more peaceful and secured countries. More so, proper teaching and learning of social studies education has not been implemented in the school system in Nigeria, hence, there is continual increase in social vices. Maybe, social studies teachers' over dependence on expository teaching approach in place of the inquiry approach which enhances learners' investigative skills, scientific and critical thinking ability in solving social problems, is an obstruction to the effective implementation of the social studies curriculum as to realize the objectives of the national security. Therefore, the researchers want to investigate how social studies education will bring about sustainable national security. (Although, due to some variables such as; lack of adequate instructional materials, unqualified teachers, un-conducive learning environment and improper funding of the programme by the government, has affected the realization of national policy objective on social studies education in Nigeria.)

Aim and Objectives of the Study

The general aim of this study is to investigate into social studies education as instrument for sustainable national security. Thus, the specific objectives of the study are to;

1. Examine the objectives of teaching and learning social studies secondary schools.
2. Identify the quality ingredients of social studies education that inculcate the spirit of peace and moral behaviour in citizens.
3. Examine the influence of social studies education on sustainable national security in Nigeria

Research Questions

1. What are the objectives of teaching and learning social studies in secondary schools?

2. What are quality ingredients of social studies education that inculcate the spirit of peace and moral behaviour in citizens?
3. To what extent does social studies education influence sustainable national security in Nigeria?

Hypothesis

There is no significant difference between the mean scores of social studies teachers from Awka and Ogidi education zone of Anambra State on the influence of social studies education on sustainable national security in Nigeria.

METHODOLOGY

This work adopts survey research design to study social studies education for sustainable national security. Two education zones in Anambra State constitute the area of study which are; Awka and Ogidi education zones. The Awka education zone comprises of Awka South local government, and Awka North local government with sixty (60) public secondary schools. While Ogidi education zone is made up of Oyi local government, Idemili South local government and Idemili North local government areas with forty (40) public secondary schools. The population of the study consists of 300 social studies education teachers found in all the public secondary schools in Awka and Ogidi education zones. The researchers used stratified sampling technique to select sample of 94 social studies education teachers (60 from Awka and 34 from Ogidi education zones), from fifty (50) public secondary schools in the study area (schools with qualified social studies teachers). Questionnaire was used in collecting the data through face to face administration method. The instrument was social studies education for sustainable national security (SSESNS) with 16 items in number. Items 1-9 of the instrument was structured on 4-point scale of strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), to elicit information for research questions 1&2. Whereas, items 10-16 was structured on 4-point scale of very high extent (VHE), high extent (HE), low extent (LE), very low extent (VLE), to elicit information for research question 3. The research instrument was validated by two experts in the department of educational management and policy, Nnamdi Azikiwe University, Awka and Social Studies expert from University of Port Harcourt, River State. A pilot study was conducted in two (2) schools outside the study area and the reliability of the questionnaires was established at 0.81, 0.76 and 0.79 using cronbach alpha technique. The questionnaires administered were collected within one (1) week. The data collected was analyzed using mean statistics at 2.50 scale for acceptance and test of hypothesis was done with chi-square statistics.

RESULTS PRESENTATION

Research Question 2: What are the objectives of teaching and learning social studies in secondary schools?

Table 1: Mean summary for objectives of teaching and learning social studies in secondary schools.

S/No	Objectives of teaching and learning social studies.	SA	A	D	SD	N	Mean	Remark
1	To help learners develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.	32	35	25	2	94	3.03	Accepted
2	To build the spirit of self-confidence and initiatives in students.	27	29	18	20	94	2.67	Accepted
3	To enable the students develop sense of respect for and tolerance of the opinion of others	38	41	7	8	94	3.15	Accepted
4	To make the students have regard for social values and attitudes like: cooperation, participation, interdependence and open-mindedness, honesty, integrity, trustworthiness, diligence and obedience	30	28	20	16	94	2.76	Accepted
5	To impart the spirit of national consciousness and patriotism	22	34	26	12	94	2.70	Accepted
	Total						3.57	Good

The table 1, shows the result of the analysis on the objectives of teaching and learning social studies in secondary schools with a grand mean of 3.57. By implication, this shows that the above mentioned points are the objectives of teaching and learning social studies in secondary schools in Nigeria, particularly, in Awka and Ogidi education zones in Anambra State, since 3.57 calculated means value is > 2.50 , it is accepted.

Research Question 2: What are the quality ingredients of social studies education that inculcate the spirit of peace and moral behaviour in citizens?

Table 2: Mean summary on the quality ingredients of social studies education that inculcate the spirit of peace and moral behaviour in citizens.

S/No	Quality ingredients of social studies education	SA	A	D	SD	N	Mean	Remark
6	It gives knowledge of good and evil	43	44	-	7	94	3.30	Accepted
7	Equips the students with attitudes, values, knowledge, and skills for self-reliance in the society	34	33	25	2	94	3.05	Accepted
8	Peace education	22	34	26	12	94	2.70	Accepted
9	Promotion of civic competence	19	29	20	26	94	2.43	Rejected
	Total						2.87	Accepted

The table 2 shows the result of the analysis on the quality ingredients of social studies education in primary and secondary schools with a grand mean of 2.87. By implication, this shows that the above mentioned points are the

quality ingredients of social studies education in primary and secondary schools in Nigeria, particularly, in Awka and Ogidi education zones in Anambra State, since 2.87 calculated means value is > 2.50, it is accepted.

Research Question 3: To what extent does social studies education affect sustainable national security in Nigeria?

Table 3: Mean summary on the extent to which social studies education affects sustainable national security in Nigeria

S/No	Items	VHE	HE	LE	VLE	N	Mean	Rmks
10	The social studies curriculum inculcates security consciousness, culture and its imperatives on the students	34	32	25	3	94	3.03	VHE
11	It creates a peaceful atmosphere for possible and realizable progress in the nation	49	45	0	0	94	3.52	VHE
12	It makes students learn to uphold the laws of the land.	26	25	25	18	94	2.62	HE
13	The knowledge of the subject can make the learners understand and appreciate their rights and responsibilities as members of the society	28	28	28	10	94	2.61	HE
14	It helps learners develop to be morally upright, honest, incorruptible, respectful, responsible, faithful and loyal, acquire functional skills and develop to be self-reliant	18	23	22	31	94	2.29	LE
15	It trains students in the areas of security education and civil defense	23	22	34	15	94	2.52	HE
16	It prepares citizens to be competent, adjustable and comfortable in an era of global insecurity and can connect them with the dynamic world	15	20	19	40	94	2.10	VLE

Table 3, shows the result of the analysis on the extent to which social studies education influence sustainable national security in Nigeria. The mean of teachers' responses is 4.67. This indicates that social studies education influence sustainable national security in Nigeria, especially in Awka and Ogidi education zones in Anambra State to a very high extent.

HYPOTHESIS

H₀₁: There is no significant difference between the mean scores of social studies teachers from Awka and Ogidi education zones of Anambra State on the influence of social studies education on sustainable national security in Nigeria.

Table 4: Summary of hypotheses test on the significant influence of Social Studies education on sustainable national security in Nigeria.

Teachers' Reponses	N	Total
Social studies education and its influence on sustainable national security	94	285

Using $X^2 = \sum \frac{(o-e)^2}{e}$

$$\begin{aligned} \text{SSE vs. ESNS} &= \frac{(34-71.25)^2}{71.25} + \frac{(32-71.25)^2}{71.25} + \frac{(25-71.25)^2}{71.25} + \frac{(3-71.25)^2}{71.25} \\ &= 19.47 + 21.62 + 30.02 + 65.37 = 136.48 \end{aligned}$$

X^2 computation is greater than X^2 critical ($136 > 3.84$) at 0.05 level of significance.

DISCUSSION OF FINDINGS

From the hypotheses test conducted, we observed that alternative hypothesis (H_{02}) is 136 greater than null hypotheses at 3.84 point. We therefore accept the alternative hypothesis and reject the null hypotheses (H_{01}) at 0.005 level of significance. This implies that there is significant influence of social studies education on sustainable national security in Nigeria. This agrees with Dada's (2016) conclusion in his work that social studies can contribute greatly towards achieving national security for Nigerians through effective teaching of the subject. According to him, this is achievable through social studies inculcation of appropriate values of justice, integrity, honesty, fairness, hard-work and togetherness being necessary virtues for nation building, development and national security. Again the extent of its influence is very high, so government should seek to the proper implementation of social studies education curriculum in schools found in Anambra state particularly, and in Nigeria generally, through provision of funds, recruitment of qualified social studies teachers, provision of adequate instructional materials, teachers' professional Development programmes and creation of enabling environment for teaching and learning of social studies.

CONCLUSION

Based on the result of the analysis, it is clear that social studies education is a viable instrument that can aid the achievement of sustainable peace and security in any nation. The teaching and learning of the subject re-orient citizens, inculcates moral behaviour, values, and desire to live a life that will bring peace and harmony to the society. The knowledge of social studies acquired by learners can make them become good citizens, self-reliant and live a meaningful life for themselves and the nation at large. Such knowledge, skills, and attitude so acquired restrict them from involving in crimes, violence, social vices and other abnormal behaviours that threaten the peace and security of lives and properties within the country. With this at heart, it's obvious that effective implementation of social studies education programme in our schools will enhance security affixes of the nation.

RECOMMENDATIONS

Based on the findings made, the researchers recommend the following;

1. The government of Nigeria and Anambra state should appropriately implement social studies education curriculum in our schools through funding, provision of adequate teaching aids, recruitment of qualified social studies teachers, improving teachers' pedagogical skills through professional development programmes and creation of enabling environment for teaching and learning of social studies.
2. Teachers should adopt the right pedagogical method to teacher social studies education so as to arouse students' interests in learning of the subject.
3. Social Studies curriculum and education should be given the appropriate attention it deserves to straighten its areas of civic education and security education to enable the students understand and acquire desired knowledge, skills, attitude and competences on peaceful co-existence and security education. This can tackle the insecurity problems prevalent in the country.
4. An aspect of vocational education should be included in social studies curriculum in order to impart the skills of self-reliance for self-employment in the youth since an idle mind, they say is the devil's workshop.

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