



TRANSFORMED MIND AND NIGERIA'S ECONOMIC TRANSFORMATION: SOCIAL EDUCATION AND CIVIC STUDIES' LEEWAY

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Abstract

Nigeria currently premiers economic crisis among other problems the nation is grappling with that has accentuated into economic hardship begging for transformation which cannot operate in a vacuum of requisite school subjects that can inculcate social values and socio-civic engagement in learners. This study determined the proclivity of Social Studies and Civic Education in evolving right mindset to drive Nigeria's economic transformation. The study employed survey research design of ex post facto nature in addressing citizens' mindset for economic transformation. A total of 165 ESS 100 and ESS 112 students exposed to Introduction to Social Studies and Civic Education respectively out of 281 via Taro Yamane formula constitute the study sample while a Google form questionnaire of 8 items was employed as instrument for the study. It was observed that social values and socio-civic engagement were significant in driving right mindset for economic transformation in Nigeria (t -Cal was greater than t -Crit. in both null hypotheses). It was recommended that efforts be made to evolve citizens' right mindset, enabling environment should be accorded promotion of civic engagement and social values for effective economic transformation.

Keywords: Economic transformation; Social Studies, Civic Education; Socio-civic engagement; Social values; Transformed mind

Introduction

There is a growing concern for meeting human wants and needs - economic activities which is not without pros and cons in the growing urbanization, science and technology, information communication technology, digital transformation and the associated value deterioration and breakdown of the institutional structures of the society (Oladiti, 2018) leading to illicit behaviour inimical to peace, progress, growth, and sustainable economy.

Confirming the veracity of the situational context of modern society, Imran (2020) adduced that the 21st century Nigerian society is fraught with value crisis and eroded traditional value system, a product of increasing ICT and digital transformation which is a diversion from the value laden traditional society which Familusi (2020) avers that in the pre-western civilization, African indigenous communities epitomized indelible human endeavour manifesting in African culture, value system, family structure, religion, philosophy, morality, entrepreneurship education, among others that show cased

Africans uniqueness. This expression constitutes ideal people and society showcasing the ideals of 'Omoluabi concept in the Yoruba parlance (Akanbi, 2014) - moral and acceptable character, driver of economic growth, development and sustainable economic transformation.

The society is engulfed in all forms of impurity and incivility among the youths (Oladiti et al, 2024) associated with high level of moral decadence, disdainful act, crave for material wealth, get rich quick syndrome, casting aspersion on education (education is a scam), insolence, laziness, avarice which are evidence of polluted minds engulfed in heinous and unwholesome activities instrumental to bastardized and retrogressive society, economic downturn and the associated economic hardship. The pervasive breakdown of traditional values and collapsed social structured from failed institutions (Oladiti, 2021) among the youth designated demographic dividends (Adesina, 2023) constitutes socio-political and economic, high rate of insecurity, food crisis, unemployment and economic hardship



responsible for dwindling economy.

The Problem

Nigeria's attributes of indigenous education of development of intellectual and physical skills, inculcation of respect for elders and leaders, character development and acquisition of vocational training and development of healthy attitude towards honest labour, presently have derailed from these virtues responsible for an ideal society. Conversely, Nigeria's failure to utilize oil boom of the early 70s and inability to key into diversified economy relegated agricultural practices and produce to the background. The nation's economic woes due to bastardized moral character and virtues resulting from collapsed institutional structure, has accentuated economic hardship begging for solution to engender sustainable development in all facets.

Research Hypotheses

Two hypotheses were formulated for the study. These are:

1. H_{01} : Socio-Civic values will not significantly influence Nigerian attitudes towards economic development and transformation;
2. H_{02} : There will be no significant relationship between socio-civic engagement and economic transformation in Nigeria.

The place of education in any nation cannot be over flogged. The National Policy on Education itemized among others, ethos of ideal social values necessary for right mindset to include: respect for the worth and dignity of individual, faith in man's ability to make rational decisions, moral and spiritual values in interpersonal and human relations, shared responsibility for the common good of society, promotion of physical, emotional and psychological development of all children and acquisition of competences necessary for self reliance (Section 1, paragraph 8). FRN (2013) Section 1 paragraph 6a expressly advanced 'development of individual into morally sound patriotic and effective citizens' as one of the cardinal goals of education in Nigeria.

Achieving the aforesaid laudable relevance of education depends on functional educational programmes and enduring school subjects (Oladiti et al, 2024) capable of driving the sustainable development goals, SDGs, the SDGs-4 and other education related SDGs targets (UNESCO, 2016). Ukeje (as cited in Ajayi, 2004) adduced that without adequate number of inspiring, well- informed teachers fully prepared to meet their responsibilities in our schools, we cannot have good education and without good education, we cannot hope for long to meet successfully the challenges of a changing world (p.8).

Ajiboye (2021) eulogized the place of quality education in fast tracking all- round national development and advocated for ideal classroom practices. Worthy of noting is the re-introduction of Civic Education into Nigeria schools cutting across all levels and the express proclamation of the FRN (2013) that the subject was re-introduced into schools among others to address a number of social problems confronting the nation and the mandate given to Social Studies experts to handle the subject which was severed from the initial contents of Social Studies.

Socio-Civic Studies as Instrument of Transformative Economy

Development, growth, economic development and sustainable economy = f (peoples' mindset, leaders and followers inclusive). The climate of education is expected to provide opportunities for the people to be aware of their nation and the global world; make them acquire skills and competencies to function for the good of all; and to make them develop the right type of value and attitude that can make each person and the society to survive, even at the most difficult time' (Ojedokun et al, 2020; FRN, 2014 p.1).

On socio-civic studies' proclivity of promoting the right attitude and mindset for sustainable economy, Yusuf (2023) submitted that Social Studies curriculum entails activities that teach students about ideas, beliefs and traditions of citizenship in a democratic republic. Social Studies' major goal give students the tools they need to engage actively and fully in the society



through the exercising of their citizens' duties and obligations, it enables students to investigate Nigerian values through history and different cultures, allowing them to identify gaps and propose solutions to close them in their democratic governments.

Commenting on youths and present economic reality in Nigeria, Mrs Remi Tinubu chided youths to brace up for economic rejuvenation in Nigeria. She reaffirmed the present governments' commitment to stabilizing the nation's economy for sustainable development (www.gistmania.com/11/10/2024 https://www.tori.ng/news/284/29).

Essential aspect of an ideal society that can drive economic transformation is the inculcation and practice of democratic values that produces social requisite and development. As a guiding principle for accepted behaviour in the society, values are highly informed and influenced by cultural and social context which are transmitted from generation to generation (Mofoluwawo, 2024). Iyamu (2014) and Yusuf (2023) viewed Social Studies as a field of study with a focus on humanizing and socializing the individuals to make them acceptable, effective and participatory members of the society. Ajiboye (2021) affirmed that Social Studies stand tall among the general school subjects in providing solutions to the fluids of problem and issues pervading the society. The end product of such action is the evolving citizens with right mindset that can effect desired change in the nation, economic transformation inclusive.

Akanbi (2014) suggested a 5-P Chain of good politics, good policy, good programmes, good process, and good product as societal change agents and a pipeline for future directions for education in Nigeria. Without mincing words, achieving such tall dream is akin to a rejuvenated economic system needed for sustainable economy in Nigeria to be ranked among the foremost economies of the world going by the nation's avalanche of resources demographic dividends inclusive to drive the economy (Oladiti 2020; Oladiti et al 2024). This calls for a pragmatic education imbued in Social Studies and Civic Education in terms of socio-civic competencies embedded in the subject being taught at all levels of education the world over.

Methodology

The study employed survey design of ex post facto nature in addressing citizens' mindset for economic transformation using ESS 100 and ESS 112- Introduction to Social studies and Civic Education respectively from Emmanuel Alayande University of Education Oyo, Oyo State, Nigeria for 2023/2024 Academic session. Through Taro Yamane formula, a total of 165 male and female students were sampled out of 281 students for the study having been exposed to ESS 100 and ESS 112 courses using Google form questionnaire of eight items, validated to ensure face and contents validity that yielded 0.78 reliability co-efficiency. Descriptive and inferential statistics of mean, standard deviation and t-test statistics were utilized for data analysis.

Results

Ho₁: Socio-Civic values will not significantly influence Nigerian attitudes towards economic development and transformation.

Table 1: t-Test Analysis of Socio-Civic Values' influence on Nigerian attitudes towards Economic Development and Transformation

VARIABLE	POSITIVE RESPONSE	NEGATIVE RESPONSE	t-Cal	PX
	18.75	145.75		SD
	10.83	22.79		43.80
*SN	4			4

Source: Author's Field work 2024

From Table 1, t-Cal is greater than the t-Crit at df of 6 at 0.5 confidence level. Thus, the null hypothesis is rejected meaning that socio-civic values is of significance influence on the attitude of Nigerian populace towards evolving right mindset towards economic development and the desired transformative economy.

Ho₂: There will be no significant relationship between socio-civic engagement and economic transformation in Nigeria.

Table 2: t-Test Analysis of the Relationship between Socio-Civic Engagement and Economic Transformation in Nigeria

VARIABLE	POSITIVE RESPONSE	NEGATIVE RESPONSE	t-Cal	P
X				127.00



24.25			
SD	19.10	19.25	33.15
*SN		4	4

Source: Author's Field work 2024

From Table 2, the t -cal is greater than the t -Crit. at the df of 6 and 0.5 confidence level. Thus, the null hypothesis is hereby rejected meaning that close relationship exists between socio-civic engagement and transformative economy. The study further lend credence to some previous studies that canvassed for socio-civic engagement in developing right mindset among the citizens and especially, the youths to drive the nation's economy to be ranked among the foremost global economies (Ajiboye et al, 2023; FRN, 2013; Mofoluwawo, 2024; Yusuf et al, 2020).

Discussion

Finding from the study revealed that socio-civic values is of significance influence on the attitude of Nigerian populace towards evolving right mindset towards economic development and the desired transformative economy. This finding aligned with some previous studies that enunciated different ways by which socio-civic values can develop in the citizen, the right mindset that can drive sustainable and transformed economy (Adesina, 2023; Oladiti, 2018; Yusuf, 2023).

Similarly, the study attested to the fact that close relationship exists between socio-civic engagement and transformative economy. The study thus, further lend credence to some previous studies such as Ajiboye et al, (2023); FRN (2013); Mofoluwawo (2024); Yusuf et al, (2020) that canvassed for socio-civic engagement in developing right mindset among the citizens and especially, the youths to drive the nation's economy to be ranked among the foremost global economies.

Conclusion and Recommendations

This study has beamed search light on the precarious situation of the nation's economy arising from perennial economic problems the nation is engulfed in culminating in economic hardship, poverty, unemployment, incivility, brain drain, insecurity, food crisis and attendant economic summersault. The implication of this

for the citizens and the nation in the comity of other nations in terms of sustainable economy and development is better imagined than real. Education remains a potent instrument of bettering the lot of the society in all ramifications, economic rejuvenation inclusive as enunciated in the FRN (2014) that education is the instrument pr excellence for achieving national objectives. Achieving this is a function of formidable school subjects especially those rich in promoting citizenship education capable of dousing the backlash of impunity that have become the order of the day in the country.

It is therefore imperative for the country to retrace its steps especially back to the ethos of indigenous education and pursue value laden programmes that can promote civic engagement and socio-civic values and competence in revamping the economy and the image of the nation at large. Thus, school subjects such as Social studies and Civic Education need be accorded the right place while provision of enabling environments for catering for holistic teaching learning as against compartmentalization of knowledge.

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