



NIGERIA IN A STATE OF GENERAL CRISES AND THE SEARCH FOR A NEW PATH TO DEVELOPMENT: SOCIAL STUDIES TO THE RESCUE

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Abstract

This study examined Nigeria in a state of general crises and the search for a new path to Development: Social Studies to the Rescue. The study assessed the viewpoints of respondents across age groups and educational background. The sample employed for the study was 150 respondents drawn from Akinyele, Lagelu and Ibadan North Local Government Area of Oyo State. A 30 item questionnaire was used as instrument testing the seriousness of the people on the right values and attitude that can help Nigeria to get to the level of development. Findings revealed that the major right values that were not given priority in the study area were dedication to duty, honesty and patriotism. The least were fairness, love and responsibility. Differences exist in the perceptions of different age groups on the seriousness in the exhibition of right values and attitude among Nigerian citizen on dedication to duty, honesty and cooperation among the citizenry. The study therefore recommends among other things that parents and the schools should instill in children right values and attitudes right from their formative years. Also every citizen of the country should as a matter of fact strive to love and be patriotic to their own father's land Nigeria.

Keywords: General crises, Development, Nigeria, Social Studies, Right values.

Introduction

There is no gainsaying that Nigeria is in a state of comatose and which can lead to a state of general crises if the search for a new path to development is not taken. There is no need for statistical data or tool to know that there has been a deepening economic and social crises in Nigeria. For the past three decades, there has been a steady decline in the production in many sectors whereas there was an outright absence of many other. Examples of products that were out of market or circulation are the production of Michelin tyre, the Michelin tyre company are no longer in existence, PAN in Kaduna that Assemble Peugeot are no longer there anymore, Leyland in Ibadan no longer exists, Exide batteries in Ibadan as well do not produce anymore, others are glass company, Rubber industry in the East. Majority of these companies had winded up.

In the area of Agriculture every citizen of Nigeria had left farming. Some of the cash crops like cocoa, kolanut, coffee, palm tree, and the likes are no longer patronized as such people have deserted farming since the discovery of

crude oil (Adewoyin, 2018). Nigeria has been in problem, because if the money realized from the crude oil is diverted into agriculture and other sectors, the nation would not have been where it is today. The crude oil which supposed to serve as a blessing to every Nigerian has turned to curse because of bad leadership.

Onyekpe (2002) opined that economic growth which is strictly the quantitative expansion of output is the basic precondition for development and that growth is possible only where the organisation of the nation or state and economy is in the hands of patriotic and progressive elites and leaders with commitment to public good and services. On the other way round, a situation where the state of nation and economy are not in the hand of visionary, patriotic and progressive leaders, growth cannot be obstructed. Besides, growth cannot be inclusive as it serves the narrow interest of the

leader. In a situation where growth stagnates and the economy is also in a state of stagnancy where there is no upward movement, it leads to recession and moves from recession to depression, where depression is aggravated and



perpetrated and reproduces itself with ravaging and squeezing effects on the economy and the superstructure built on it, then the situation becomes a crises (Onyekpe, 2004). Corroborating the view point of Onyekpe, Anderson (2001) pointed out that the experience that Nigeria faced between 1981 and 1983 was this because of the unprecedented drastic fall in crude oil prices in the world market. Between 1991 and 2001 there were instances of resurgence in the price of oil in the world market during the first and the second gulf war crises, but it is a pity that the money and benefits realized during this period were diverted instead of using it to revive the economy and this has gotten adverse effect on Nigeria economy and the people at large.

The crises in the economy have been associated with a high rate of low standard of living by the populace, high rate of unemployment, underemployment and embargo on employment. There are also poor salary structures and incomes policy for workers and abject poverty among the citizenry in the country. The populace do not have good access to food, clean water, housing, clothing, education and health services to mention but a few. Both the civil servants and business people were crying because we cannot produce in the land just ordinary niddle, the country is over dependent on foreign sources for food, drugs, hospital equipments, industrial goods and so on. As a result of not producing internally, the inflation rate has gotten up more than necessary. Many of the state governments and private employers of labour have not been able to pay the old minimum monthly wage of N30,000 much less the new minimum wage of N70,000. According to Adebayo (2024), about 20 states have revealed their implementation of the new wage law, which see them pay N70,000 approved by the federal government out of the 36 states in Nigeria.

Social Studies as a Rescue to General Crises and the Search for a New Path to Development

Social studies was implemented in Nigeria in 1973 when it became evident to all the people and experts in the education sector that the education system established by the colonial authority some years earlier failed to inculcate the right values and attitudes in the lives of every

Nigerian citizen, particularly the young ones. Some years back, the type of education offered was completely not in line with the Nigerian culture and failed to consider the immediate environment from which the learners come from that is the learners' immediate environment. This approach was criticized for being narrow and socio-culturally irrelevant to Nigerian children and youths who were taught to memorise facts, principles and generalisations. They were not instructed in the skills of critical and introspective thinking. The 2013 version of the National Policy on Education played a vital and significant role in the advancement of education in Nigeria. The National Policy delineates the objectives of education in Nigeria. This ideology is associated with the National Educational objective and the objectives are: instilling national awareness and fostering national unity, promotion of appropriate values and attitudes for the well-being of individuals and Nigerian society, the cognitive development in comprehending the objective reality and developing the necessary skills talents and competences, both cognitive and physical to enable an individual to effectively participate in and contribute to the progress of their society.

The objectives of Social Studies education were also derived from the National Objectives of Education in primary schools, secondary schools and tertiary institution which according to Ogundare (2003) are as follows: to instill knowledge and comprehension of the dynamic social and physical environment, including its natural man-made, cultural and spiritual resources, to promote the logical utilization and preservation of these resources for sustainable development, cultivate the ability to learn and acquire fundamental abilities, encompassing not only listening, speaking, reading, writing and math, but also the skills of manual-motor coordination as faculties of observation, analysis and conclusions are crucial for the development of solid judgements in social, economic and political matters, to guarantee the mastery of the pertinent knowledge and information which is a necessary condition for personal growth and for making a beneficial personal impact on the improvement of humanity and to cultivate a compassionate understanding and respect for the variety and



interconnectedness of all individuals within the local community as well as the broader national and worldwide society.

Social Studies also aims to foster in students a constructive mindset of unity, comrades, collaboration towards a prosperous nation and the cultivation of suitable principle of honesty, integrity, diligence, fairness and justice in both professional and recreational settings as a means of contributing to the progress of the country and foster learners' recognition of the interconnectedness of all the knowledge they have acquired. Within the field of Social Studies, it is feasible to convey information holistically rather than as a collection of specialized fragments (Adaralegbe, 1980).

Having examined the objectives of Social Studies there are some right values and attitudes which are embedded in the subject and which when taught in all the levels of educational system right from primary school to the tertiary level would be of help to the nation and which can serve as a search for a new path to development of the nation. The values and the attitude are value of dedication, honesty, patriotism, responsibility, fairness, love, cooperation, kindness, respect, courage and forgiveness. All the above listed right values and attitudes when taught to the learners in all the educational level, the inculcation of the value will change the heart of every Nigerian towards dedicating themselves to duty genuinely and be totally patriotic to the father's land rather than patriotism by mouth. This will also be of help to the citizens to be honest to one another and the country as a whole. The values will help people to love one another; love as a value must be practiced by all as a way to discourage embezzlement and corruption and the nation would be able to get to the desired level of development.

Hypotheses

The following hypotheses were generated for the study:

Ho1: Is there any significant difference among the levels of seriousness of the right values embark upon in Ibadan metropolis.

Ho2: Is there any significant difference among age groups below 18-30 years, 31-50 years and

51 years and above.

Ho3: Is there any significant difference among those with no formal education, primary education, secondary education and tertiary education in their perception of right values embark upon in Ibadan metropolis.

Methodology

The design of the study is descriptive sample survey. The sample used for this study was one hundred and fifty respondents purposively drawn from three local governments in Ibadan metropolis areas of Oyo State. They are fifty respondents from each of Akinyele, Lagelu and Ibadan North Local Government in Oyo State. Their characteristics are presented in table 1.

Parameter	Sample Group	N	%
Sex	Male	90	60.0
	Female	60	40.0
Age	18-30	30	20.0
	31-50	80	53.3
	51 and above	40	26.7
Education	Non formal Education	25	16.7
	Primary Education	30	20.0
	Secondary Education	45	30.0
	Tertiary Education	50	33.3

From the 1 above, under the sex, the male were 90 out of 150 (60.0%) while the female were 60 in number (40.0%) under the age groups people in categories between 18-30 years of age were 30 in number (20.0%) while people in categories between 31-50 years were 80 in number representing (53.3%) while 51 years and above which is 40 in number representing (26.7%). Under the educational level, people with non-formal education constitute 25 in number which is represented by (16.7%) and people with primary education background constitute 30 in number representing (20.0%) while people in categories of secondary education were 45 in number representing (30.0%) and people with tertiary education were 50 in number representing (33.3%).

Instrument

The instrument used for data collection was a self-structured questionnaire. The questionnaire was divided into two sections:



Section A was designed to collect information on the background of the respondents such as the age, sex and level of education. Section B asked questions or solicit information about the level of seriousness of people in Ibadan metropolis on the right values and attitudes such as dedication to duty, honesty, integrity, diligence, fairness, justice, patriotism, love, cooperation, kindness, respect, forgiveness and courage. The rating was as follows: Very Serious = 4, Serious = 3, Mild = 2, Not Serious = 1. The content validity was ascertained by a senior colleague before it was administered.

Results

Hypothesis 1: Is there any significant difference among the levels of seriousness of the right values exhibited in Ibadan metropolis.

Table 2: Right Values in Ibadan Metropolis

Attitudes	Mean	SD	Rank	Remark
Dedication	150 9.40	1.507	1 st	Very Serious
Honesty	150 9.30	1.367	2 nd	Very Serious
Patriotism	150 9.01	1.780	3 rd	Very Serious
Responsibility	150 8.88	1.758	4 th	Serious
Fairness	150 8.60	1.840	5 th	Serious
Love	150 8.39	1.889	6 th	Serious
Kindness	150 8.35	1.664	7 th	Serious
Cooperation	150 8.29	1.716	8 th	Serious
Courage	150 7.70	1.884	9 th	Mild
Respect	150 7.62	1.720	10 th	Mild
Forgiveness	150 7.57	1.599	11 th	Mild

From the table 2 above, the major right value embark upon by the people in the study area with Very Serious in Ibadan metropolis were dedication, honesty and patriotism. Dedication is ranked 1st position with means core of 9.40 while honesty is ranked 2nd position with mean score of 9.30 and patriotism is rated 3rd position with mean score of 9.01. All these three rights values were rated Very Serious. Responsibility is rated 4th position with mean score of 8.88.

Fairness is rated 5th position with the mean score of 8.60 love is rated 6th position with the mean score of 8.39. Kindness is rated 7th position with the mean score of 8.35, Cooperation is rated 8th position with the mean score of 8.29. The three mild right values in Ibadan metropolis are courage which is rated 9th position with mean score of 7.70 respect is rated 10th position with the mean score of 7.62 while forgiveness is rated 11th position with the mean score of 7.57.

Hypothesis 2: Is there any significant difference among age groups below 18-30 years, 31-50 years and 51 years and above in their perception of right values in Ibadan metropolis.

Table 3: ANOVA of Right Values (Patriotism, Dedication and Love) Based on the Perception of Age Group

Parameter		SS	df	MS	F.	Sig.
Patriotism	Between groups	20.17	2	9.48	3.112	0.037
	Within groups	452.80	147	2.95		
	Total	472.97	149			
Dedication	Between groups	15.31	2	7.164	3.25	0.042
	Within groups	224.04	147			
	Total	239.35	149	211		
Love	Between groups	40.005	2	15.032	4.408	
	Within groups	401.73	147			
	Total	441.735	149	3.41		

From the table 3 above, it was revealed that there is a significant difference in the perception of the respondents in the seriousness of patriotism as one of the right value in Ibadan metropolis whereas people in age group of (18-30) rated it as 8.35, the third group (51 years and above) rated it as 9.30. Post hoc shows the difference lies between these two groups. In the area of dedication where differences also exist, (F = 2.25, P = 0.041), the difference is also between groups 1 and 3. Therefore based on age group, no difference exist in their perception of right values relating to Honesty, responsibility, forgiveness, respect, kindness, cooperation, fairness, courage. But on the right values relating to patriotism, dedication, love, there are sharp differences among the age groups. The middle age i.e. 31 to 50 is rated higher than the other two groups. The reason is because the majority of people fall into that category of age group and as a result many of the right values were observed by the people in that group in Ibadan metropolis. This was corroborated by Williams (2002) when he said some of the right values or attitude embarked upon by the people in the study areas i.e. Ibadan metropolis includes dedication, honesty, love, responsibility, patriotism, cooperation and the likes.

Hypothesis 3: Is there any significant difference among those with no formal education, primary education, secondary education and tertiary education in their perception of right values embark upon in Ibadan metropolis.



Table 4: ANOVA on right values (Cooperation) Based on the Educational Qualification

Parameter	SS	df	MS	F	Sig.
Within Group	402.202	135	2.310		
Between Group	24.27	2	12.135	3.245	0.026
Total	426.472	137			

From the table above, F-ratio = 3.245 which is significant at $P = 0.020$. Posthoc test by Homogenous subsets, group 1, 2 and 3 (non-formal, primary, secondary) fall into one group while primary, secondary and tertiary also constitute another group. However, the major difference lies between group with no formal education (mean score = 7.75 and group with tertiary education mean score is = 8.17. Group with tertiary education considered cooperation as of the right values which is more serious and cherished than the group with no formal education.

Discussion

The paper examined Nigeria in a state of general crises and the search for a new path to development Social Studies to the rescue. The tables in the study indicate that if those right values which are embedded in the subject Social Studies are taught the way it should be taught to school children from elementary school to the tertiary level as well as in adult literacy classes as shown in table 2 and 3 it is obvious that, of all the right values the respondents were exposed to dedication rated 9.40, Honesty rated 9.30 and Patriotism is rated 9.01. These three right values took the highest grade and rating it means, that if the citizenry are dedicated to duty, be patriot to their nation Nigeria and honest, the issue of corruption that is killing the nation would be removed and Nigeria would change for better. This agreed with earlier findings of Jekayinfa and Kolawole (2010), Tamuno (2011). The finding from the study also pointed out that economic growth which is strictly the quantitative expansion of output which is the basic precondition for development. And that growth is possible only where the organisation of the nation and economy is in the hands of the patriotic and progressive leader. This is in agreement with Shvyrkov (2002).

Conclusion

There is urgent need for a patriotic, honest and dedicated leader whose nation's love is in his heart and who will put himself into the shoe of the citizens. A leader who will alleviate the suffering of the masses most especially at this trying and hardship period we found ourselves in the country Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. There should be more sensitization and awareness activities in form of jingles, talk shows and playlets on the various media especially on radio and television in local languages on the importance and benefits of inculcation of right value attitudes into the life of every citizen in the country.
2. Community and religious leaders should be involved in enlightening the populace about how to exhibit those right values in their behaviour; that is those right values of honesty, patriotism, dedication to work, faithfulness, love for one's country and the likes should be reflecting in their lives.
3. Moreover, there should be total rehauling of all the social systems most especially, political and economic for the country Nigeria to grow and develop.
4. Furthermore, for the country to be developed, any citizen found guilty of corruption and embezzlement should be given capital punishment.

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