

Social Studies Education in Nigeria: A Panacea for National Development

¹Amuche Blessing Ehi, Yakubu Zanunga Garjila & Haggai Rimamsikwe

¹Department of Social Science Education, Taraba State University, Jalingo
Taraba State College of Agriculture, Science and Technology, Jalingo
School of Nursing and Midwifery, Jalingo, Taraba State
Email: amucheblessing.1.2@gmail.com

Abstract

Since the 1960s, Social Studies Education has moved from being an enthusiastic course of study in schools to a tool for engendering national development. The issue of sustainable national development has become one of the most pressing and critical challenge of nations and one that presents significant opportunities to national policy makers as they formulate economic and social policies and programs. In Nigeria, educational planners and thought leaders are being asked to formulate educational policies and programs - particularly those related to the development of people's capacity to function in an increasingly complex and heterogeneous society like Nigeria in ways that advance the nation's economic, political and social development goals. Six decades after the introduction of Social Studies in Schools in Nigeria, major issues that affect Nigeria's development remain. In this context, three major problems affecting Nigeria's development were examined in order to formulate the possible roles Social Studies education must play to bring about sustainable national development. The study contended that social studies must be repositioned to be citizen-centred as opposed to being a content-centred discipline and a strategy to achieve sustainable development towards enhancing the promotion of right type of values, inculcation of national consciousness and national unity etc. The study recommended a commitment to responsible citizenship and offered implication for planning social studies education.

Keywords: Citizenship, Development, Education, National Unity, Social Studies

Introduction

The post-1960 Nigeria government has invested great hope in education as a basis for national development. Over the years government investments in education has led to tremendous transformation in societies and engender growth and development of the country (Tahir, 2014 & Imam, 2012). Consequently, it has become the biggest industry in terms of budgetary allocation suggesting that education is an instrument for national development (Nwadiani, 2003). The government efforts were to use education to transform the country from the colonial past including the development of individual into a sound and effective citizen, national integration, and the provision of equal opportunities for all citizens of the nation at the basic, secondary and tertiary levels both inside and outside the formal school system.

Education is to assist in the achievement of the goals of the nation as stated in the Constitution of the Federal Republic of Nigeria. According to the National Policy on Education (2013), the main goals of Nigeria are the building of "a free and democratic society, a just and egalitarian society, united, strong and self-reliant nation, a great and dynamic economy, and a land of full bright opportunities for all citizens" (2004, p.6).

The mission of education therefore includes preserving peace and security, revitalizing the economy, expanding individual opportunity, enhancing the quality of life and restoring respect for ethical behaviour as well as inculcating relevant skills, attitudes and values. Social Studies

programme was therefore introduced into the Nigerian school curriculum to achieve these goals. In the past 50 to 60 years of its introduction in schools, it has continued to grow in concept and practice and as a programme to position Nigeria for national development. In several respects it has offering of something revitalising and invigorating national development. Others have applied a more critical analysis questioning the role of Social Studies in national development. Therefore, the question is what is the problem militating against sustainable national development in Nigeria? What are the roles Social Studies is expected to play to bring about sustainable development? How can Social Studies Education be repositioned to achieve sustainable national development? This study aims to consider the role of Social Studies in sustainable national development. The premise of this study is that the aim of Social Studies may not be its publicly espoused efficacy in delivering benefits for the learners. It situated this within an historic and critical perspective.

Social Studies Education

Ahmad (2013) has identified social studies education which as an important area in education instils in students the knowledge, skills, and attitudes that are considered important in the relationship and interaction of man and those around him on one hand, and the entire environment on the other hand. As a multidisciplinary discipline, social studies promotes civic competence and guides young people to develop the ability to make well informed decisions as citizens of the heterogeneous and culturally diverse society. According to Adesina (2013), a good Social Studies Curriculum is one which helps young individuals to fully develop into human adults by relating them to their society by means of appropriate knowledge and experiences selected from the social sciences (Political Science, Geography, Sociology, Economics, and Anthropology) and other disciplines such as History and Religious studies.

Understanding Social Studies Education in the Context of Nigeria

The need for the construction of an ideal society that will compensate for the loss, destruction and sufferings experienced during the World War 1 and 2 gave birth to the development of Social Studies Education Programme (Augustine, n.d; Adesina, 2013). After the Second World War in 1945, a more liberal education that would provide greater understanding of mankind in a peaceful world that would ensure that citizens become socially conscious and responsible members of the society was developed (Akubue, 2008). The aim of Social Studies Education Programme was to produce citizens with skills, competencies, moral values and reasoned judgement to effectively live, interact and contribute positively to the economic, social, political and cultural development of the society (Mbaba & Omabe, 2012).

The introduction of Social Studies into Nigerian educational system was enthusiastically received at independence. It was aimed at building the desired social orientation needed after independence in mobilising young citizens for national development (Opoh, Edinyang & Ogbaji, 2014). Social Studies Education was introduced into Nigeria in the 1960's through the Northern Education Project and the Ayetoro Comprehensive High School Project of Western Nigeria. Its enthusiastic adoption in schools was with so much optimism that it will solve myriad of personal and societal problems. During this period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of Social Studies syllabus developed with the support of the Ford Foundation Aid and the Comparative Education and Adaptation Centre (CESAC).

As a school programme, it was thought that Social Studies Education programme will be more relevant to the needs and aspiration of Nigerians and divorced the Nigerian education from the

colonial educational policies. The traditional subjects like geography, history, civics inherited from the colonial administration were seen to be incapable of meeting the aspirations of Nigerians and thus were criticized for not being relevant to the need of the Nigerian society in terms of its objectives and contents. As noted by Ikem and Reuben (2012) the traditional subjects were tailored to the need of the colonial masters and understanding of the colonial master's environment. Some scholars have argued that the type of education produced Nigerians in blood with English opinions. This concern led to the initial meeting of African leaders at Queen's College, in the Oxford conference of 1967 organized by the Educational Development Centre, USA, and the Centre for Curriculum Renewal and Educational Development Overseas (CREDO), England. During the conference, the needs and priorities in African curriculum were discussed and participants resolved to prioritize the development of Social Studies (Iyamu, n.d). In addition, another conference was organized in Mombassa in Kenya to design the African Social Studies Programme Approach (ASSPA) and urged African educators to evolve a realistic social studies programme that would meet the needs of the continent.

In 1963 Aiyetoro Comprehensive High School made the first attempt to develop and introduce Social Studies in Nigeria. The 1965 conference of principals in the then western region helped to popularize the message of the Aiyetoro experiment which was highly fruitful (Ezeudu, 1996). The former Comparative Education Study and Adaptation Centre (CESAC) of the University of Lagos was also instrumental in the development of Social Studies Education programme through the organization of conferences and writers' workshop in Social Studies. Other institutions that worked towards the development of Social Studies programme in Nigeria since inception include the Nigerian Educational Research and Development Council (NERDC), the Institute of Education of the Ahmadu Bello University Zaria that propagated the message of Social Studies in the Northern states, and UNICEF which played active role in the revision of the 1973 Social Studies curriculum guide. These institutions worked assiduously on the primary school's Social Studies programme and organized workshop on Nigerian Teachers College Social Studies programme in the country in 1972 (Iyamu, n.d). Other stakeholder such as the Social Studies Association of Nigeria (SOSAN), institutions of higher learning, publishers and manufacturers of instructional materials also contributed immensely to the development of Social Studies education in Nigeria. But it was not until 1980's that the Social Studies Education programme was offered at all levels of educational system. The implementation of the National Policy on Education (NPE) (FGN, 1977, 1981 revised) made Social Studies a compulsory subject in the Junior Secondary School (JSS) and elective at the Senior Secondary School (SSS).

By 1984, a major land mark development with Social Studies programme was the post-graduate degree programme in Social Studies which was started by many Nigerian Universities. The programmes were at both undergraduate and post graduate levels. Several examples of universities with Social Studies programme at post graduate levels include University of Ife (now Obafemi Awolowo University), University of Ibadan, University of Ilorin, University of Nigeria, Nsukka, and the University of Jos. The objectives of Social Studies Education in the universities is to transform Nigerian society through youth imbued with acceptable values, attitudes, skills and intellectual power for national reconstruction, development and unity (Mezieobi, 2007).

There is a general agreement that Social Studies Education is about the grooming of good citizens for national development. The objective is to assist the young ones to possess the knowledge, skills and values necessary for active participation in societal activities. Important to Social Studies Education are the efforts that are geared towards bringing new meaning to citizenship participation in community and national development. But whether Social studies has been able to achieve this objective remain a matter of conjecture. It does appear that there are fundamental issues which negate the achievement of the lofty objectives Social Studies set out to achieve since inception.

Issues bothering on National Development

Efforts to provide explanation to challenges of development have made scholars such as Seer (1969) to ask some pertinent questions with regards to national development. The questions Seer asked were: first, what has been happening to poverty? Second, what has been happening to unemployment? And, third, what has been happening to inequality? These questions were the consequences of the past and present state of development in most nations of the world. In Nigeria, the recent provenance of the problems of national development in Nigeria can be gleaned from publications of Imam (2012), Gambari (2015) and Awoyemi (n.d) etc. These scholars have linked the problems of national development to the fundamental issues bothering on the history of colonial legacy, socio-economic inequalities and poverty. The recent additions to these problems include problems of corruption, kidnapping, insurgencies etc which have defied solutions.

According to Imam (2012) and Gambari (2008), Colonial rule divided Nigeria into North and South with different land tenure systems, local government administration, educational systems, and judicial systems. While large British colonies like India and the Sudan had a single administrative system, Nigeria had two different system of administration, one for the North and one for the South. It was almost as if these were two separate countries, held together only by a shared currency and transportation system. The colonial government divided Nigeria into three regions. This influenced the Nigerian elite class in the 1950s and 1960s to have their education and world outlook patterned by the regional institutions. Some had little or no understanding of their neighbouring regions. Under these conditions, it was easy for prejudice and fear to thrive. After independence, the Nigerian nationalists from different regions fought each other as much as they fought the British colonialists. As Gambari noted, Nigeria never had a central rallying figure like Kwame Nkrumah in Ghana or Nelson Mandela in South Africa. Instead, each region threw up its own champions. From this colonial legacy therefore, regionalism became a major clog in national development.

In recent times, one manifestation of this historical legacy is the division between ‘indigenes’ and ‘settlers’. This division has been a source of domestic tension and undermined efforts at creating a common nationhood. Often times, communities’ resort to the divisive politics of indigene against settler as a means of accessing resources. The panacea to this situation is to have a commitment to social citizenship which will create a civic structure of rights that will unite people around shared rights and goals.

Another problem is the issue of socio-economic inequalities. Inequality is a logical outcome of the market economy which is made up of structures and institutions such as businesses, formal and informal organisations and institutions all of which are main avenues of socio-economic integration. Awoyemi (2004) attributed inequalities to the past defective colonial economic policy in Nigeria. The concentration of socio-economic and other development programmes in the urban centers where white administrators and their allies, the African elites were found while the rural

areas, where the majority of Nigerians lived were neglected. Thus, the pivotal development advantages which the urban centers and city dwellers enjoyed in terms of education, employment opportunities and health facilities, to mention but a few, set the skewed structure of development. This situation explains the dichotomy between urban and rural areas in terms of poverty distribution, income inequalities, unemployment and level of education (Awoyemi, n.d and Imam, 2012). High levels of socio-economic inequalities mean that different Nigerians live different lives in different parts of the country. The chances of a child surviving child-birth, of surviving childhood, of receiving education and skills, all vary across the country. If different parts of Nigeria were separate countries, some parts will be middle income countries, while others will be poorer than the poorest countries in the world. Achieving sustainable national development cannot be achieved while citizens are living such parallel lives. Again, even in those parts of the country that are relatively better off, the level of social provision and protection is still low by world standards. For example, the 40 percent that are poor and unemployed in Taraba State are still excluded from common benefits of citizenship. Closely related to this is the growing awareness that geographic aspect of inequality and poverty is important

Poverty and national development are strange bedfellows, whether the poor are 20 percent or 85 percent of the population. A largely marginalized citizenry, increasingly crippled by poverty and the lack of basic needs, can hardly be expected to play its proper role in the development of the nation. Nations are built by healthy and skilled citizens. On grounds of equity and efficiency, the need to increase access to basic education, health, and housing are not negotiable. However, before development pattern can be oriented towards sustainable development, these issues must be addressed frontally.

Sustainable National Development

Gboyega (2003) captures development as an idea that embodies all attempts to improve the conditions of human existence in all ramifications. It implies improvement in the material wellbeing of all citizens, not the most powerful and rich alone, in a sustainable way such that today's consumption does not imperil the future. It also demands that poverty and inequality of access to the good things of life be removed or drastically reduced.

National development translates to economic growth in which resources are used to meet human needs while preserving the environment so that these needs are not only met in the present, but also for future generations to come (Yaro, n.d). Sustainable development emerged as a new paradigm to look at national development in workable mode.

Sustainable development is defined as "the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs" (www.iisd.org). The term sustainable development became popularized by the UN in its report, the Bruntland Report: *Our Common Future*, published in 1987. In the report, the terms 'sustainability' and 'sustainable development' became widely understood. During the UN Earth Summit, a Conference on Environment and Development held in Rio de Janeiro in 1992, and the World Summit on Sustainable Development held in Johannesburg in 2002, the term became better understood with new approaches to sustainable development. At the Johannesburg Summit, a resolution was developed and later passed by the General Assembly calling for the creation of a Decade of Education for Sustainable Development lasting between 2005 and 2014. This resolution, adopted by the 57th Session of the UN General Assembly, positioned education as

central to ensuring global recognition that sustainability extended beyond the environment and included the economic, cultural and social interests of all present and future communities.

The concept of sustainable development emerged due to lack of progress in addressing poverty (Blake & Quirros, 2012; UNDP, 2010). Sustainable development in Nigeria like any other nations is in the harmonious national integration of citizens, a sound and a viable economy, responsible governance, social cohesion, access to quality and affordable education, poverty alleviation, creating employment opportunities for citizens and ecological integrity to ensure that development is a life enhancing process. At the World Summit on Sustainable Development (2002), national governments were enjoined to formulate and promote sustainable development strategies. Education is a key element to facilitating sustainable development. National leaders such as Obama appreciated the roles of Social Studies in engineering sustainable national development and maintained that we need the insights and critical thinking skills gained in Social Studies to fight poverty and other social vices like crime and discrimination, and to make our nation fairer and freer. This much is the reason why for years it has remained in the curriculum in schools in Nigeria in spite of the call for its removal by social scientist as losing its relevance. As noted by Sax (n.d), it has survived not by its curricular power nor by a credit to its trained professionals for maintaining influence but by its near universal acceptance as a subject matter that relate to the organisation and development of human society, and to man as a member of a social group.

The Role of Social Studies in National Development

Nigeria as a country has its peculiar social characteristics and problems. The country consists of over 250 ethnic groups, each with its own identity and value systems. The society itself is bedeviled by indiscipline and social vices which make the realization of the goal of ‘a united, great and self-reliant nation’ unattainable. This is where the relevance of Social Studies comes in. Social Studies as an area of study (Ogundare, 2000) is centrally based on societal issues with problems of the people in an environment as the central core. Basic roles played by social studies include:

- i. The development of National consciousness and commitment as necessary ingredients for nation building.
- ii. The inculcation of social values and skills for active social life
- iii. The development of intellectual skills, knowledge and abilities for better understanding of the immediate and remote environment.
- iv. Developing rational thinking ability for practical social life.
- v. Identifying and solving problems using problem solving techniques
- vi. Promoting value awareness and utilization of some values in tackling dynamic problems in the society (Ahmad, 2013)

Although there is a divergence of opinions about the conceptualization of social studies and its role in the context of Nigeria, the ideas of the founding fathers still resonate the call for the current thinking to reposition social studies for sustainable national development. Evident within the ideas of the founding fathers of Nigeria is the notion that Nigeria national unity occupies a prominent position in our quest to build united, strong and prosperous Nigeria. Social studies (as holistic approach to curriculum organization) make it possible for vital issues such as national integration to be accommodated. Akinlaye (2003) notes that if youths are properly prepared for civic competence and presented with a conceptualized identity and consciousness for the future, no doubt, national development would be enhanced. Similarly, Shaibu, Shaibu and Obaje (2022)

argue that “... as far as Social Studies is concerned, the other skills become important as far as they help in facilitating the development of value.”

However, there are some problems affect the attainment of National Development. These include:

- Problems of leadership and followership
- Ethnicity and regionalism
- Problems of crime and insecurity
- Poverty and unemployment
- Negative values and attitudes
- Political instability
- Dependent economy
- Economic recession

In lieu of the above, the most recent and alarming challenge to national development in Nigeria today is the problem of insecurity which has been a cog in the wheel of progress. Every Nigerian today seems to live in fear, not fear of the unknown but the fear of the known. The fear that sooner than later a bomb will go off somewhere or that robbery or kidnap will take place somewhere.

For sustainable development to be realised, these challenges must be surmounted. Scholars such as Duhey (1980 cited in Atteh, n.d), Akinlaye (2003), Ikwumelu et al (2015) Iyamu et al (n.d), Okobiah (1984) and Yaro (n.d), have agreed that social studies education should play the following crucial roles:

- i. Firstly, as a multidisciplinary subject, Social Studies utilizes system approach in attacking social problems and correct inadequacies in individuals and the society by instilling in the young ones socially acceptable attitudes and values which are either personal, group and societal (Johnstone & Munn, 2011 cited in Ikwumelu et al, 2015) or national, moral and spiritual (Ikwumelu et al, 2015). Such values must include: godliness, cooperation, open-mindedness, honesty, sympathy, altruism, courtesy, respect for the rule of law, respect for due process of law, equal rights, integrity, interdependence and ethical behaviours etc.
- ii. Second, the promotion of national unity and economic development. Despite the challenges to national unity, well-meaning Nigerians still see the unity of the country as the only way for the nation to attain greater height among the comity of nation.
- iii. Third, preparing the learners for the world of work and understanding of everyday problems that they may face as adults.
- iv. Fourth, is the development of critical thinking problem solving and decision making for the survival and progress of the nation.
- v. Fifth is enhancing socialization and acculturation of citizens in the society.
- vi. Sixth, is that social studies aspires to achieve humanistic, citizens and value education. These objectives are geared towards the reduction of the complexity of the environment and the necessity of constant learning.
- vii. Finally, Social Studies instills in the young one’s virtues of self-regulation, rediscovery of the meaning of duty and accept responsibility to pursue honest endeavours through dedication and hard work.

Repositioning Social Studies for Sustainable National Development

To facilitate the development of individuals that will contribute to sustainable national development through Social Studies programme, the following become quite imperative.

- i. Social studies education should be citizens centred as opposed to content centred. Social Studies should emphasize and amplify the dignity, worth, and uniqueness of each individual learners. The curriculum must emphasis citizens interpersonal relations with young ones taught to live and work others for the common good of society.
- ii. Social studies education should help learners to pursue their needs and interests. It should help the young ones to learn to become self-reliant, become more dependent on their own skills and abilities rather than been dependent on others.
- iii. Social Studies education teaching and learning process should be activity packed to elicit active involvement and participation of the learners. The active participation of teachers and students in Social Studies teaching will ensure that issues and trends in one's socio-political environments will form the basis of interaction; thus, making one to contribute, directly or indirectly to the development of the society.
- iv. Social Studies curriculum content should emphasis such positive attitudes and values as hard work, diligence, cooperation, patriotism, honesty, self-help etc as against such socio-psychological defective behaviour as self-centredness, bribery and corruption which are inimical to national development.
- v. Social Studies should be made to give impetus to sustainable developmental trends in Nigeria. The subject should try to re-socialize the once inert and development-unconscious people to imbibe the global culture of mobilizing human and materials resources towards national development.
- vi. Social Studies should reflect on Nigeria's social realities, social needs and social aspirations. The Social Studies curriculum should be made flexible so as to accommodate current issues and problems relevant to national development.

Implication for Planning Social Studies Education

If Social Studies will achieve its goals, the curriculum must be well planned and strictly related to solving the problems in the country as identified in the study. As a strategy for sustainable development of the country, Social Studies Education has a potential of making a major contribution. Whether or not Social Studies Education is allowed to do its expected role depends on whether our thinking about it can move beyond the dominant preoccupation of preparing people to teach the course in primary and secondary schools. Once this myopic thinking about the place of Social Studies Education is overcome, there is a wide range of policy initiatives that will enhance its contribution to sustainable national development.

Conclusion

There is a strong relationship between Social Studies Education and sustainable national development. That is why Social Studies Education is identified as a key element in future the development of the Nigeria. This study sees the use of Social Studies education as a realistic programme for the development of responsible citizens which is the hallmark of any nation's quest for sustainable national development. In meeting the challenges of national development, Social Studies has the capacity to perform its objectives of promoting and educating the young ones into the culture that stimulates civic competence, value reorientation, critical thinking skills, articulate,

analyze and proffer solutions to complex socio-economic and political problems. Thus, Social Studies education represents a forward-thinking approach to achieving sustainable national development.

Recommendation

The study recommends that the suggestions towards repositioning Social Studies for sustainable national development as highlighted above should be implemented.

References

- Adesina, A. (2013). Assessment of the Social Studies Curriculum of Secondary Schools in South Western Nigeria. *Educational Research*, 4 (4): 345 – 351.
- Akinlaye, A.F. (2003). *Fundamental of Social Studies*. Ikeja Pumack Nigeria limited.
- Akubue, F.N. (2008). Introduction to Social Studies Education and Nation Building: Fundamentals of Social Studies for Universities Education. University of Nigeria Virtual Library. Retrieved from <http://www.unn.edu.ng>
- Ahmad, A. (2013). Role of social studies education in national development in Nigeria. *Academic Journal of Interdisciplinary Studies*. Vol. 2. DOI: 10.5901/ajis.2013.v2n6p23
- Arisi, O.R. (2013). Culture and moral values for sustainable national development: the role of social studies education. *International Review of Social Sciences and Humanities*, 5 (1) 247-254. Retrieved from www.irssh.com.
- Atteh, S.A. (n.d). Emerging issues in Social Studies Education in Nigeria.
- Awoyemi, T.T. (2004). “Rural Household Diversification into Secondary Economic Activities: Options for Poverty Alleviation in Oyo State Nigeria”. African Rural Policy Analysis Network (ARPAN) WINROCK International Institute for Agricultural Development, 1621 N. Kent Street Arlington, VA 22209 USA, 38 Winrock Drive, Morrilton, AR 72110-9537 USA. (United States of America)
- Blake, A. & Quiros Garzon, M. (2012). Boundary objects to guide sustainable technology-supported participatory development for poverty alleviation in the context of digital divides. *The Electronic Journal of Information Systems in Developing Countries*, 51(1), pp.1-25 <https://www.ejisdc.org/ojs2/index.php/ejisdc/issue/view/111>.
- Ezeudu, S.A. (1996). Foundations of Social Studies: University of Nigeria Virtual Library. Retrieved from <http://www.unn.edu.ng>
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: NERDC (in Press).
- Gboyega, A. (2003). Democracy and Development: *The Imperative of Local Governance*. An Inaugural Lecture, University of Ibadan, pp 6- 7.
- Ikwumelu, et al (2015). Adaptive Teaching: An Invaluable Pedagogic Practice in Social Studies Education. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.33: 140-144.
- Imam, H. (2012). Educational policy in Nigeria from the Colonial era to the post- independent period. *Italian Journal of Sociology of education*, 1, 181 – 203.
- Iyamu, E.O. & Onyesom, L.O. (n.d) Readings in Social Studies (vol. 1). Unpublished work.
- Lawal, T. & Oluwatoyin, A. (2011). National development in Nigeria issues challenges and prospects. *Journal of Public Administration and Policy Research*, 3(9), 237-241.
- Kennedy, K. (2003). “The New Globalization” and what it means for the preparation of future citizens. A paper presented for the role of the school in Citizenship Education in an Era of Globalization Panel, Annual Conference of the Pacific Circle Consortium, University of Minnesota, 15- 18 April, 2003.

- Law, W.W. (2004). Educational Reform in Hong-Kong and Taiwan. *International Review of Education*, 50(5-6): 479-524.
- IISD (n.d). Sustainable Development. Retrieved from <http://www.iisd.org/topic/sustainable-development>
- Madubiike, C.E. (1985). *The Role of Social Studies towards the Achievement of Citizenship Education in Post-Primary Schools in Anambra State*, Unpublished M.Ed. Thesis. Faculty of Education, University of Jos, Jos.
- Mbaba, J.O. & Omabe, A. (2012). Repositioning social studies education to promote and sustain culture and values. *Nigerian Journal of Social Studies*. 15(1), 12-21.
- Mezieobi, K.A. (1991). *Stop that Search for a Definition of Social Studies in Nigeria* in Ikwumelu, S.N. and Mezieobi, K.A. (1991). *Aspects of Social Studies for Higher Education in Nigeria*. Onitsha: Orient Publishers limited.
- Mezieobi, K.A. (1992). *Nature and Purpose of Social Studies* in Mezieobi, K.A. (Ed) (1992). *Understanding Social Studies Education in Nigeria*. Warri: Genteel Publishing Co.
- Mezieobi, K. (1994). *Social Studies Education and Nation Building*. Onitsha. Outride Publishers
- Nwachukwu, D.N. (2007). *Education and Humanity: Nigerian Renaissance and Millennium Pedagogical Shift in Paradigms*. 39th Inaugural Lecture of the University of Calabar-Nigeria.
- Obama, B.H. (2009). A message of hope and responsibility for American Students.
- Ogundare, S.F. (2000). *Foundations of Social Studies – A handbook of concepts and principles of Social Studies*. Ibadan: Adesesan Press
- Okobiah, O.S. (1984) A Guide to the National Curriculum in Social Studies for the Secondary School. Enugu: SOSAN Series on Social Studies, Vine Press.
- Ololobu, Y.R.S. (1992). *The socializing functions of social studies education: The Nigerian Context* in Mezieobi, K.A. (ed) *Understanding Social studies Education in Nigeria*, Warri Genteel Publishing Co.
- Opoth, F.A., Edinyang, S.D. & Ogbaji, D.I. (2014). Introduction of social studies education in Nigeria schools: a success or a failure. *International Journal of Education and Research*, 2(4), 143–150.
- Seer, D. (1969). *The meaning of development*. Paper presented at the 11th World Conference of the Society for International Development, India.
- Shaibu, K., Shaibu, J.S., & Obaje, A.F. (2022). Value education and the challenges of nigeria diversity: focus on social studies for sustainable national development. *Delsu Journal of Educational Research and Development*, 19(1), 194 – 203.
- Udoukpong, B. E. (1998). Teachers' knowledge regarding the instructional goals and the rationales of social studies education. *Nigerian Journal of Vocational Teacher Education*.
- UNDP (2010). Human Development Report 2010 Team. Retrieved from <https://hdr.undp.org/system/files/documents/human-development-report-2010-complete-english.human-development-report-2010-complete-english>
- World Summit on Sustainable Development (2002). Conference Report <https://www.un.org/en/conferences/environment/johannesburg2002>