

ACHIEVING THE GOALS OF SOCIAL STUDIES AND CITIZENSHIP EDUCATION IN THE 21ST CENTURY THROUGH EFFECTIVE IMPLEMENTATION OF ICT IN COLLEGES

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Abstract

This paper discussed the concept of social studies education in relation to citizenship education. The relevance of both disciplines in the nation building and the moulding of student character with respect to values were explained. ICT application is related as a veritable tool in enhancing the subject of social studies education and citizenship education in our school. Conclusion and recommendations were put forward necessary improvements.

Introduction

Social studies was introduced into the Nigerian school curriculum in the 60's in the various governments adopting the teaching of social studies in 1970's. They accepted it because of the perceived relevance in with respect to national unity and economic development, citizenship training and orientation, international understanding and ethnic tolerance. The subject is regarded as vital to training in critical thinking; problem solving attributed which are essential for the survival and progress of a nation. Social studies is described as the integrated study of man and the outcomes of his interactions with his various environment with focus on the inculcation of desire social habits, attitudes and values of problem. Solving (FME. 1985)

Social studies education is a discipline that deals with how man lives and how his life influenced by the things around him. It explains why people live together. It analyzes the problem that are associated with living together as well that man's physiological, social, political, economic and other associated environmental problems, while evaluating how solutions can be found to such problems. The integrated nature of discipline by taking skills, values, moral; concept and penalizations addition to human intelligence enable its application to issues bordering on citizenship and citizenship education.

Citizenship is used to refer to an education activity that is to the process of helping people learn how to become active, informal and responsible citizens. Citizenship in this sense is also known as citizenship education or education for citizenship. It encompasses all forms of education, from informal education in the home or through youth work to more formal types of education provided in schools, colleges, ancestries, turning organizations and the work place.

The principal justification for citizenship education derives from the nature of democracy. Democracies need active, informal and responsible citizens –citizens who are willing and able to take responsibility for themselves and their communities and contribute to the political process. In addition, citizenship education through Social Studies helps students to connect what they home learnt with issues out there in the society.

The Nigeria' Social Studies and Citizenship Education

The development of Social Studies Nigeria was the earliest sign of the influence of American education on Nigeria education system. (Udoukpong and Okon, 2006). Social Studies was meant to replace the teaching of History, Geography and Civic as separate subjects in the lower classes secondary the schools, (how the upper the UBE classes). The concept and prospect of the integrated

Social Studies which seemed to have gained accepted in African, since 1960's were finally adopted by the African educators who met in Monbasse Kenya, in 1968. They observed that the traditional Social Studies –History Geography and Civics, they inherited from their different colonial masters “alienated African child from his /her environment and society; focused attention on a few abstract ideas that are usually unrelated to the activities social aspiration and political goals of the people (African Social Studies program, 1968: 6 Fufunwa, 1974:194). It is on this note that Nigeria initiated a reformed program in its education system (Adaralegbe, 1981). This resulted in the production or introduction of the National policy on education for Nigerian in 1977.

This policy is based on the desire that “Nigeria should be a free and democratic society, a land full of bright opportunities for all citizen, able to generate a great and dynamic economy and growing into a united strong and self-reliant nation” (FRN, 2004:6.) in order to realize fully the potential of the contribution of education to the achievement of these objectives, greater emphasis was placed on Citizenship Education as an integral part of Social Studies education at all level of all education system.

The National curriculum for citizenship education set to teaching requirement that address a wide range of content including politics and government, the legal system, the media, multiculturalism, equal opportunities, human rights, and global education (www qca. Org. uk library assets/ media. 6123 and report 1998 pdf). Teachers use topical political advocate discuss or issues or to bring citizen content to life and to help pupils develop key citizenship skills of critically evaluate and reflect on them (Udoukpong and Okon, 2006) citizenship education aim to develop student's ability to participate in the communities and wide society as informed, critical and responsible citizens. This form a primary role of Social Studies which is to prepare youths for civic competence (Merryfield and Subedi, 2001).

Information and Communication Technology in Nigeria

Information and Communities Technologies have become key and had a revolution impact on how we see the world and how we live (Ajayi and Ekundayo, 2009). Today, the place of ICT in education and the world in general cannot be undermined. Modern business and education are conducted vise-viz the internet.

According to Bandele (2006), ICT is a revolution that the use of computers, internet and other technological tools like the Television and projectors in every aspect of human endeavor including Social Studies teaching. ICT is simply about sharing and having access to data or information with ease. (Ajayi and Ekundayo, 2009). It is regarded as the super highway through which formation is transmitted and shared by people all over the world. Ozoji in Jimoh (2007) defined ICT as the handling and processing of information for use, by means of electronic and communication devices such as computers, cameras e.t.c .From the above definition, ICT could therefore be defined as the processing and sharing of information using all kind of electronic devices an umbrella that includes all technologies for the manipulation and communication of information.

ICT and Improvement of Social Studies for Citizenship Education in the 21ST Century.

The field of education has been affected by the penetrating influence of ICT world wide in particular developed countries. ICT has made a very profound and remarkable impact on the quality and quantity of teaching, learning and research in all facets of education. Information and communication technology has the potential to accelerate, enrich and deepen skill; to motivate and engage students (youths) in learning, to help relate schools experience to work practices; to help create economic viability for tomorrow workers, contributed to radical changes in schools; to

strengthen teaching and to provide opportunity for connection between the school and the world. This forms the core message or goal of social studies education viz-a –viz citizenship education. (Ajayi, and Ekundayo, 2009). Aribisala (2006) posited that ICTs are increasingly playing important role in organization and in society's ability to produce access, adopt and apply information. They are however being heralded as the tools for the post-industrial age and the foundation for a knowledge. Stressing the importance of the use of ICT in school, Olurunsola (2007) posited that through ICT, educational needs have been met. It changes the needs as well as the potential processes message can be communicated through the e-mail, telex or telephones particularly the mobile ones.

The pervasiveness of ICT has brought about rapid technological social, political and economic transformation which has created a network of societies organized around ICT (Yusuf, 2005). Ajayo and Ekundayo (2009) posited that ICT is an indispensable part of educational administration as its application makes institutions more efficient and productive, thereby, engendering a variety of tools to enhance and facilitate teachers pedagogical activities. For instance e-learning is becoming a household name through the use of ICT to provide education to students through distance learning by means of teaching online via web-based systems.

Looking at the role of education in nation building and the use of education in nation learning process, one will see the critical place of ICT in Social Studies education as well as Citizenship education in Nigeria in this. The effective implementation of ICT in schools would to achieve the goals of Social Studies education in creating the National consciousness and identity in students through citizenship education.

Conclusion and Recommendation

This paper is of the opinion that an effective utilization of ICT in Social Studies education and citizenship education will enhance national development. It will serve as a catalyst in achieving the goals and objectives of citizenship education.

It is therefore recommended that concerted effort should be put in place to ensure that which or there is the focus. Citizenship receive the desired boost through ICT could ensure that pragmatic and patriotic students with the right ideas, consciousness and frame of mind are produced from our schools. Also, the current rebranding exercise of this present administration should hinge on two key concepts; ICT and effective social Studies education and citizenship without which no reasonable result would be achieved.

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