

REFLECTIONS IN SOCIAL STUDIES AND CITIZENSHIP EDUCATION FOR JOB CREATION IN NIGERIA

Robert U. Ijegbai
Department of Social Studies,
College of Education,
Ekiadolor- Benin.

Abstract

This paper examines Social Studies and Citizenship Education basic interest in Nigeria for job creation. By this, the people's participation in community development and empowerment programmes were considered. The paper establishes that citizenship education inculcates into the Nigerian students the desirable habits, values, attitudes of patriotism and nationalism among others. The paper highlights the poor image of Social Studies in Nigeria as a reflection of a wide communication gap between the practitioners, the government and the general public. The paper also reveals that Social Studies is one of the pillars of 'modern open museums' enterprise. In conclusion, the paper suggested measures to integrate the teaching and learning of Social Studies for skill acquisition and job creation among others.

Introduction

Social Studies and Citizenship Education are still highly misunderstood in Nigeria, just as in other parts of West Africa. To the general public, including educated lay persons, the subject-matter is seen as a matter of irrelevance in relation to the issues of governance and skill acquisition. This is because Social Studies and Citizenship Education is assumed not to have any impact on today's individualistic challenges and expectancies. Also, it is noted among other things that the non-teaching of Social Studies at the Senior Secondary School level contributes to its unpopularity and usefulness. Some of the government agencies such as museums and other

cultural centres do not consider the relevance of Social Studies in enhancing man's interaction with the environment. This could be based on ignorance. Fadaiye, (1978) opined that Social Studies places much value on the cognitive, affective, and psycho-motor domain in its attempt to promote good citizens. The affective domain deals with the evaluation of the attitudes and values which include respect for elders and other constituted authorities such as parents and government, and the dignity of labour. The psycho-motor domain also emphasises skill development and acquisition through time.

The paper shows that the poor image of Social Studies and Citizenship

Education in Nigeria is a reflection of a wide communication gap between the practitioners, government and the general public. In addition, the teaching of Social Studies ensures good and active Citizens because the subject-matter inculcates into the Nigerian child purposeful activities based upon observation and performance for skill acquisition and self sustenance. Amoid (1977) adds that Social Studies places much premium on the development of the right attitudes, interest, feelings and values in the learners thereby, ensuring good citizenry in our nation.

It therefore follows that, there is a need for viable capacity building projects in order to acquire certain skills that would enable man to properly fit into the society. By this inclination, man would engage in purposeful activities for development (Bill, 1997).

Conceptual Definitions

The paper attempts to demonstrate the richness of Social Studies and its relevance to sustainable development for job creation among other things. The effort therefore is centred on the fact that the subject –matter serves as a tool for fostering unity in diversity, particularly in multi-ethnic countries like Nigeria. Citizenship Education tackles the need for tolerance of each other so that people of different belief system and ethnic background can live together in peace and harmony (Adaramola, 1996). This means that, Social Studies help man to build a social and civic awareness in order for man to conquer his environment.

In conclusion, a cursory look on the Social Studies programmes stipulate adequate tool for national development through time. The subject is used to inculcate concepts of nationalism, unity and interdependence among the citizens of a nation especially with diverse population and ethnicity such as Nigeria. In line with the idea, Fadeiye, (1978) opined that Social Studies as an innovation in the school curriculum in Nigeria dates back to the early 1960s. Therefore, the idea was not to amalgamate the Social Sciences rather, Social Studies is set aside to be an area of the curriculum designed specifically for the study of man and how man's problems are solved. To Callway (1975) Social Studies deal with how man fit into the society by utilizing the necessary attitudes, values and skills in solving his problems. As a result, social studies borrow ideas from all the Social Sciences to understand, analyse and to react to situations. Suffice to say that Social Studies focus on the use of reflective and critical thinking to solve the problems of man's survival and development.

Social Studies

Social Studies is an area of curriculum designed specifically for the study of man and how his problems could be solved within the immediate environment. In order to achieve the said claim, Social Studies borrows ideas from all the Social Science subjects such as Sociology, Anthropology, Economics, and Political Science so that it could understand, analyse and react to man's

situations. Therefore, Social Studies pay attention to the use of critical and reflective thinking to solve the identified man's problems for survival and development.

What is Education?

Education can simply be defined as a change in behaviour as a result of the experience acquired. This implies man's moral reciprocal adjustment to the society. By this, the aims of education could be to mirror, harness, promote, steer, popularise, prepare and to stabilise the culture of the people.

It is against this background that Education is referred to as a process of learning which enable man to have a useful and acceptable way of life.

Citizenship Education

The word citizenship was coined from the word citizen. It means a person who owes allegiance and in turn, receives protection from a nation. Citizenship is membership in a community. This means that citizenship comes with some acts of responsibilities such as having the right to political, economic, social, and cultural participation towards the betterment of one's community. The concept involves the need for the citizen to exercise among other things his voting rights, payment of taxes and must pledge his allegiance to his country.

Citizenship Education as a subject teaches what it entails to be a good citizen of any country; his responsibilities in the society, his limitations and the fundamental rights he is suppose to enjoy

as written in the constitution of his country. It inculcates into the populace the need for allegiance to a nation. By this, the nation, in turn protects her citizens. In other words, the citizens exercise among other things his voting rights, payment of taxes and pledge his loyalty to the nation. The knowledge gained in citizenship education would enable the people to contribute meaningfully to the development of our nation.

The benefits of citizenship education include the use of practical issues of governance, environmental amelioration, and social engineering process. It also defines the intricacies and complexities involved in administration among others for national growth and development (Brenna, 1985).

In conclusion a careful assessment of Social Studies and Citizenship Education reveals that the subject-matter develops a capacity to learn and acquire certain basic skills which includes listening, speaking, reading, calculations which are essential for sound socio-political, cultural, and economic judgment required for growth.

Social Studies and Citizenship Education: A Way Forward for Job Creation in Nigeria

Job opportunities can come after receiving the right kind of training and/or education. For instance, Social Studies experts can work in museums where they should be carrying out analysis, interpreting findings and publishing their results. They can also work hand in hand with archaeologist to carry out

excavations. The citizens can work with anthropologist and serve as ethnographers by collecting, preserving, and managing aspects of material culture such as artefacts of any identified ethnic groups in Nigeria. Social studies experts can be of great values to state cultural centres to resolve inter ethnic clashes in identified area.

Schools, human resource centres, oil companies, banks can provide fruitful employment opportunities for Social Studies graduates. Social Studies graduates have the skills needed for social engineering or environmental impact assessment to enhance sustainable development. The discipline could train professionals to serve as liaison officers between oil workers, aggrieved local communities and government- State and Federal. They could also work as immigration officers assisting in checking illegal trafficking in antiquities and other valuable cultural objects. The television stations also need Social Studies graduates as producers or editors to create culture-loaded programmes for the education and enjoyment of viewers (Kings, 1988).

For self employment, art galleries, resource and documentation centre could be established by Social Studies graduates. This may include exhibition of photographs and/or replicas of some spectacular archaeological artefacts in addition to contemporary art works collected. Alternatively, Ayanola, (1993) stipulated that Social Studies graduates can open restaurants serving local food and drinks such as burukutu (beer prepared from guinea corn or millet), palmwine at cheap prices in a classical outfit.

Apart from the above, organising excursions or tours for primary, secondary and tertiary students is a potential vibrant job opportunity.

The Integrative, Cohesive Function of Social Studies and Citizenship Education in Nigeria

The concept of function has been given different connotations that have rendered it to be ambiguous and meaningless. In the context of this study, the concept of function should be seen as a consequence or effect whether manifest or latent. It presupposes the existence of a system with various structures involved in an interacting relationship harmonious to the maintenance of the system in which they operate.

Radcliff Brown (1961) referred to function as a condition in which all parts of the social system work together with sufficient degree of harmony and consistency. Emile Durkheim in his organic analogy of structure faulted by Radcliff –Brown and Malinowski argued that a break down of a sub-structure might cause a pathological state of a cultural system or society: hence all cultural system should function well in order to maintain the integrity of the social system.

It is against the back ground that Citizenship Education acts as a form of an enlightenment programme with a view to make the citizens responsible and to contribute meaningfully to the development of our nation from the grassroots.

Conclusion

The paper attempts to examine the reflections in Social Studies and Citizenship Education for job creation in Nigeria. It therefore follows that if the teaching and learning of Citizenship Education is efficient and effective there would be opportunities for self employment as highlighted in the paper. It is pertinent that the school system, which had continually emphasised ethics and social responsibility, should lay some emphasis on productivity, innovation, creativity and most importantly the art of job creation.

Recommendations

In view of the need to encourage the teaching of Citizenship Education and Social Studies which is specially designed in content and function to produce healthy, good and active citizen, the following recommendations are made:

1. That all primary schools in Nigeria should ensure that the pupils are encouraged to become morally sound, discipline, responsible, conscientious and loyal to his /her country.
2. Teachers of Social Studies and Citizenship Education should prepare the child for social responsibilities by assigning them to do some craft work.
3. The teachers should adapt the use of political and social issues to bring citizenship content to life in order to assist the pupils to develop a sense of leadership and entrepreneurship.
4. The State's education authority should arrange for periodic vacation courses on the method and strategies for teaching and learning the subject matter.
5. The paper also suggests that good leadership and Followership training via Citizenship Education could serve as the spring board for persuading the Nigerian government and other financial agencies of the need for research funding and the dissemination of information about citizenship.
6. Radio and television jingles could be used to popularise the concepts.
7. The teaching of Social Studies and citizenship education should be more globally engaging as oppose to the current rigid mind set wit respect to pedagogy.
8. There is a need to for Social Studies to partner with the museum, architects, archaeologists, broadcasters, and community leaders in order to do viable capacity building projects to acquire certain skills that would enable man to fit into the society.
9. There is a need for research institutes and Departments of Social Studies to establish link programmes across the nation and internationally. Such programmes can be highly beneficial as exemplified for research activities from the international donor agencies interested in developing countries such as Nigeria.

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