

CATHERINE UBONG AKPAN

*Social Studies Department
College of Education, Afaha Nsit
Akwa Ibom State, Nigeria.*

And

IMA MOFFAT MBAK

*Department of Educational Foundations,
Guidance and Counseling,
University of Uyo, Uyo,
Akwa Ibom State, Nigeria.*

Abstract

The level of culture and values decadence in the African societies, especially Nigeria, is quite alarming. "It is against this background that this paper considers the use of Social Studies Education as a means by which Niger/a can develop the much needed culture and values. The general objective of the study was to examine the relationship between Social Studies Education and development of culture and values in Nigeria. Two hypotheses were formulated. A total of 324 junior secondary two students formed the sample for this study. Data for the study were generated using a structured questionnaire designed by the researchers. Pearson Product Moment Correlation (PPMC) was used in testing the hypotheses. Findings of the study revealed that Social Studies Education has a significant relationship to the development of culture and values in Nigeria. The study recommended that Social Studies Education should be extended to the Senior Secondary level of education.

Culture and values are veritable tools that are used to promote the continual existence of any society. No society can effectively exist and progress without well-defined culture and values that tend to integrate them together. Nigeria is a nation of many ethnic groups with diverse cultures. Such cultures could be seen in the aspects of religion, languages, dressing, types of food consumed, marriages, housing, occupation and so on. The cultural values of the country have become a matter of concern since the development of any society is rooted in what the members of such a society cherish or frown at. For instance, the cultural values which are cherished in the country are basically focused on enhancing human dignity. Such values include: discipline, integrity, dignity of labour, social justice, religious tolerance, self-reliance and patriotism.

Social studies was introduced into the school curricular as an attitudinal engineering process to essentially resolve some social problems that were threatening the corporate existence of Nigeria. According to the National Policy on Education (2003) the philosophy and goal of Nigerian education for social studies is the

acquisition of appropriate skills, abilities and competencies, both mental and physical as equipment for the individual to live and contribute to the development of the society (by fighting societal vices such as corruption). The aim of establishing social studies in the Nigerian institutions is therefore, to develop in the student an appreciation of his cultural heritage and a desire to preserve it and not to destroy it with social vices. Social studies goes beyond acquisition of information to development of attitude, skills and values necessary for functional living in the society. Therefore, this paper examined Social Studies education and the development of culture and values in Nigeria.

The concept of Social Studies

Social Studies is an aspect of social science that deals with the totality of man's activities within his physical, social and political environment. As an interdisciplinary subject, it enables the learners to acquire wider knowledge of things or event around them. Indeed, it is an area of study that embraces various forms of instruction. According to (Nwaubani, 2010), it is a value-laden course of study that boosts learners with the societal values that are germane for their good citizenship in Nigeria. This is the reason (Akpan, 2014) termed it as curative and corrective measure to social ills. Esu and Inyang-Abia (2009) asserted that social studies is currently seen as an integrated study of man and the outcome of his interaction with the environment.

The implication here is that what man does, how he lives, how he influences or is being influenced by the forces of nature, people, customs and habits around him form important aspects of social studies learning. Olojobi (2010) in Esu (2011) sees social studies as integrated study of man as he battles for survival in the environment for the purpose of promoting awareness, appreciation and understanding of the reciprocal relationship between man and the environment.

Social studies is concerned with the study of man within the context of his environment, his physical, social, political, economic, cultural and technological environment. Atoukudu (2014) confirmed that social studies is an interactively structured course aimed at providing the learners with a broad but identified picture of the local culture of their society. It emphasizes the relationship human beings have with their physical, social, political, economic, science and technological environments. From the above view points, social studies can be defined as a programme of study which a society uses to inculcate in the learners the knowledge, skills, attitudes, values and actions it considers important concerning the relationship human beings have with each other, their environment and themselves.

Akpan (2015) identified the following as what should be achieved by students through the study of Social Studies:

- understanding the social and physical environment which they belong;
- acquisition of the basic skills other than the development of cognitive like communication, interaction and leadership skills.
- Appreciate the diverse nature of other ethnic groups for national development

- Developing positive attitude of cooperation, friendliness, understanding, appreciation, interaction, through acceptable cultural and ethnical values necessary for functional living in the society; and
- Ability to think creatively and reflectively with sound mind as a useful and patriotic citizen in Nigeria.

The Concept of Values

Values are beliefs as well as specific behavioural patterns that are personally and socially preferred and accepted in the society. According to Adediran (2013), values are determining factors in the way people do things and what they consider best and choose from the available alternatives. Values are the standards used to judge behavior and to choose among various possible goals. They are ideas commonly showed by any given group. Values are moral judgments about actions. Issues of values are of prime importance to social studies education because the aim of social studies education lie in its ability to foster the acquisition and development of knowledge, skills and values that are worthwhile. We educate in and for a society with a system of values. Right types of values are derived from the approved ways of life and norms stipulated for the members of the society (Mbaba and Qmabe, 2011).

The Federal Republic of Nigeria (2013) enumerated the values it would want to be inculcated in its school age children through instruction as:

- (a) respect for the worth and dignity of the individuals;
- (b) faith in man's ability to make rational decisions;
- (c) shared responsibility for the common good of society;
- (d) shared for the dignity of labour;
- (e) promotion of the emotional, physical and psychological health of all children; and
- (f) acquisition of competencies necessary for self-reliance.

In an attempt to expatiate more of these values into seven categories:

Spiritual values: These are aspects of the values that touch on the relationship of man with the Supreme Being - God. They relate to faith in God, belief in the power of God, His love, forgiveness, love to one's neighbor and obedience to the laws of God.

Moral values: This relates to the concept of good life that embodies such behavioural attributes as honesty, truthfulness, patience, tolerance, etc. It incorporates decent sex relations and manifests in such behavior traits as chastity, self-control, reticence, etc.

Personal values: These deal with virtues relating to the quality of life of the individual geared towards personal and societal improvement. It includes the spirit to achieve fame, recognition, endurance, good name and honour, excellence, hard work for other people, etc.

Family values: These are couched in the concerns of the family towards family integration, loyalty, family discipline, respect for elders and or seniority and commitment to the ideas of one's family.

Social values: these encompass patterns of societal behavior that are desirable and acceptable and which govern one's relations with his fellow man or community member as demonstrated in selfless service to the community, being one's brother's

keeper, respect for law and constituted authority, demonstration of care and friendliness, generosity, hospitality, cooperative work and team spirit (Mkpa, 1993).

The concept of culture

Culture is all encompassing global concept which involve the entire humankind. Emeka in Adams (2008) defined culture as awareness possessed by a human community of its own historical evolution by reference of which it tends to assert continuity of its own being and to ensure its development. Collaborating with the above definition Igba (2009) noted that culture, by meaning, has to do with the ways in which people do their own things. They further stated that those ways may include their social relationships, patterned life styles which include their dressing, language, custom, tradition, beliefs and values systems, laws of governments, morals and religion. Cultures are safeguarded by punishment of those members of the society who refuse to follow the pattern of the behavior prescribed in the culture. Culture is the total way life of people which is transmitted from generation to generation. It comprises all the objects, ideas, knowledge, customs, traditions, habits, attitudes, which a people develop and share in common.

Culture in this sense refers to all the things which human beings do but which have no biological basis. In other words, all non-biological actions and behaviours of man are products of his culture. Culture therefore, refers to the total way of life of a given people. This includes any piece of pattern of behavior. This indicates that culture is all embracing of human social life. It is learned or acquired.

Social Studies education, culture and values development

The place of Social Studies education in the promotion of culture and values in Nigeria cannot be over-emphasised. It could be better understood when one views its aims, objectives, contents and methodology in relation with the national education goals (FRN, 2013).

Thus, Akpan (2014), Onifade (2002) and Ogundere (2010) all agreed that the most important purpose and features of Social Studies education is the citizenship education. Social Studies as seen by the authors goes beyond the acquisition of knowledge but to the development of attitudes, culture and values that help the citizens live as functional citizens in the country.

One may actually ask "does Social Studies education have the capacity of promoting culture and values in Nigeria?" To clear this doubt, it should be recalled that the objectives of Social Studies were mentioned by this researchers as related to the overall national goals. However, to answer the above questions, the objectives of Social Studies education is expatiated thus:

- Social Studies inculcates in the learners the knowledge of social and contemporary issues as it affects man thereby developing in them holistic approach to solving problems through creative, critical and systematic thinking ability.
- Efficient and wise use of money and leisure work-efficiency, quality assurance, creative craftsmanship and conditions, favourable for it.

- National, community, society, personal, religious and social ethics, values, attitudes and obligations.
- Social studies instills in the learners that ability to balance the short and long term goals, in the full realization that the solution to many problems call for patience and consideration of the needs of the future thereby making them appreciate their culture and traditions and convictions while paying full respects for concern and well-being of others.
- It is against this background that the researchers attempt to carry out a study on the relationship between Social Studies education and the development of culture and values in Nigeria.

Statement of the Problem

It is a fact that there is decadence of culture and moral values in the African societies, especially Nigeria. There is also high rate of neglect of indigenous societal norms, ethical values and culture to the embrace of foreign culture and values. The present system of education laden with foreign traits is the means through which foreign culture and values are transferred and there are inimical to the African culture and values. Every society or organisation is arranged and organised using a well defined institution, which aid in the achievement of their goals and aspirations. These goals and behavior standards which relate to belief patterns of the people are therefore, rooted in their culture and value system. According to Mbaba and Omabe (2011), such culture and values dictate for the members of the society the guidelines for selection of the best options in the midst of many alternative choices of action and tend to distinguish the group from others. Every member of the society depends depends and lives according to the set standard for their survival and identity. Each family therefore, transfers or lays down the societal culture and values to the generations after them thereby sustaining the cultures and values of such societies. Social Studies education inculcates cherished goals as patriotism and contentment. These cherished goals which indicate the means through which individuals may achieve their ends have been replaced with the preponderance of materialism through negative culture and values.

Unfortunately, it has been observed by the researchers that the stated objectives of social studies or socio-cultural values is at the crossroads and consequently, has vindicated marginality and negatively in their mode of expression in social life. As asserted by Arisi (2013), it is a fact that there is decadence of culture and moral values in the Nigerian societies, high level of neglect of indigenous societal norms, ethical values and culture and the embrace of foreign culture and values. The place of such core values as patriotism, nationalism, honesty, integrity, self-discipline, good human relation, self reliance and hard work is not known anymore in our society.

According to Ubom (2004), for sometimes now, many adult and communities have neglected their roles in enhancing values orientation or values clarifications to the present generation, consequently, this generation have lost the sense of values, some are confused on the expected values to inculcate, cultivate, exhibit and cherish. The authors further lamented that only very few researchers have addressed the

question of values in the context of curriculum. They gave reasons for this apathy as (1) many people regard the question of values as private matters; (2) some regard it as controversial issues; (3) some believe that values should be "caught" rather than "taught". The researchers have observed that instead of Nigeria to embrace culture and values embedded in the rule of law and Nigerian constitution as cooperation, integrity, probity, joy, compromise, reverence, truth, dignity, responsibility, respect for individual differences, acceptance, tolerance, willingness to help, understanding, health and creativity. Instead, social vices such as hypocrisy, nepotism, sectionalisation, corruption, bribery, embezzlement of public funds, dishonesty, tribalism, selfishness, laziness, greed, graft, avarice, etc. are worshiped and held in high esteem.

The researchers examine Social Studies education to be the means by which Nigeria can obtain the much needed culture and values. Therefore, this paper seeks to determine the relationship between Social Studies education and inculcation of expected and desirable culture and values in the learners. These form the thrust of this study.

Aims and objectives of the study

This study aimed at examining the relationship between Social Studies education and the development of culture and values in Nigeria. Specifically, the study aimed at:

1. Examining the relationship between Social Studies education and cultural development in Nigeria.
2. Examining the relationship between Social Studies education and values development in Nigeria.

Null hypotheses

Ho1: There is no significant relationship between Social Studies education and cultural development in Nigeria.

H02: There is no significant relationship between Social Studies education and values development in Nigeria.

Methodology

The designed for this study was a survey. The study was carried out in Akwa Ibom State using junior secondary two students. A sample of 324 junior secondary two students was randomly selected to take part in the study. A self-designed questionnaire titled "Social Studies Education and Development of Culture and Values (SSEDCVQ)" was used for generating data. Data were analysed using Pearson Product Moment Correlation.

Results

HO1: There is no significant relationship between Social Studies education and cultural development in Nigeria.

Table 1: Pearson Product Moment Correlation Analysis of Social Studies and Cultural Development

Variables	Σx	Σx^2	n=324			
			Σxy	df	r-cal	r-cr,i
Social Studies Education	10640	358218				
Cultural Development	11174	401268	371342	322	0.371*	0.095

* Significant

Table 1 shows a calculated r-value of 0.371 and a critical r-value of 0.095 at 322 degree of freedom and .05 significance level. The calculated r-value is found to be greater than the critical value hence, the null hypothesis, which stated that there is no significant relationship between Social Studies Education and Cultural Development in Nigeria is rejected, while the alternative hypothesis is retained. This infers that social studies education has a significant relationship with cultural development.

H₀₂: There is no significant relationship between Social Studies education and values development in Nigeria.

Table 2: Pearson Product Moment Correlation Analysis of Social Studies Education and Value Development

Variables	n=324		Σxy	df	r-cal	r-cr,i
	Σx	Σx^2				
Social Studies Education	10640	358218				
Cultural Development	11174	401268	347484	322	0.415*	0.095

Significant

Data analysis on table 2 shows a calculated r-value of 0.415 and a critical r-value of 0.095 with 322 degree of freedom and .05 significance level. The calculated value is found to be greater than the critical value hence, the null hypothesis, which stated that there is no significant relationship between Social Studies education and value development in Nigeria is rejected while the alternative hypothesis is retained. This shows that Social Studies education has a significant relationship with value development.

Conclusion

A vast and diverse country like Nigeria need to promote her cultural values for national development through social education. The subject, Social Studies, which is basically concerned with the cultural patterns of societies has to play a major role in carrying out the task.

Recommendations

For Nigerian culture and values to be properly imparted to the learners through Social Studies education by the teachers of Social Studies:

- Social Studies should be implemented as a core subject at the senior secondary school level by curriculum developers and government through the Ministry of Education.
- Ministry of Education should only recruit only Social Studies specialist to teach Social Studies, as other subject specialist would not do it well due to lack of knowledge of the subject matter.
- Social studies curriculum should be restructured for effective promotion of cultural values in the country by curriculum developers and experts.

References

- Adams, S. A. (2008). Ethical, values and citizenship education: The crux of Social Studies. *Journal of Knowledge Review*, 17(1): 39-42.
- Adediran, A. A. (2013). Social Studies education: An imperative for the promotion of cultural values for national integration in Nigeria. *Journal of Research on Humanities and Social Science*, 3(9): 67.
- Akpan, C. U. (2014). Critical Perspective on Social Studies education curriculum in Nigeria: Problems and prospect. *World Educators Forum*, 5(1): 263-272.
- Akpan, C. U. (2015). Evaluation of the implementation of Social Studies Nigeria Certificate in Education Programmes in college of education in South-South Zone of Nigeria. A Ph.D Dissertation, Abia State University, Uturu.
- Arisi, R. O. (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.
- Atoukudu, C. E. (2014). The role of social studies in nation-building. Remedy to social problems in Nigeria. *Journal of Social Spectrum*, 11 (8): 90-96.
- Esu, A. E. O. and Inyang-Abia, M. (2009). *Social studies technologies: Methods and media*. Port Harcourt: Double Diamond Publications.

- Esu, A. O. (2011). Paradigm shift for repositioning social studies. *Nigeria Journal of Social Studies and Civic Education*, 1(1): 23-26.
- Igba, D. I. (2009). An evaluation of teachers' procedures in the implementation of Social Studies curriculum in Ebonyi State secondary schools. *Nigerian Journal of teacher education and teaching*, 7(1): 57-63.
- Mbaba, J. and Omabe, C. C. (2011). Prepositioning social studies education to promote and sustain culture and values in Nigeria. *African Review of Arts, Social Sciences and Education*, Vol. 1(1): 45-49.
- Nwabunani, O. O. (2010). Teachers' assessment of non-cognitive learning outcomes in primary Social Studies. *Journal of Curriculum*, 14(3): 107-121.
- Oke and Jekayinfa (2003). *Sociology of Education*, Owode, Oyo: Tobistic Printing and Publishing Ventures.
- Ogundare, S. F. (2010). Invitation to fundamental of teaching Social Studies. Ibadan: Franco-Ola Publishers.
- Ololobou, O. (2010). *Methodological approach in Social Studies education*. Kano: Jeiyemi Graphics and General Enterprises.
- Onifade, C. A. (2002). A study of the effect of Social Studies education on contemporary national issues: Implications for curriculum renewal. Ph.D. Thesis, A.B.U, Zaria.