

**ADEQUACY OF SOCIAL STUDIES CURRICULUM FOR THE SECURITY
COMPONENT OF NIGERIA'S SEVEN- POINT AGENDA**

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ABSTRACT

The study was conducted to examine the adequacy of security component of the Nigerian government Seven- Point Agenda in the basic school social studies curriculum using multi-cultural perspective. Data were collected from 3270 basic school teachers across the six states of the North Central Geo- political Zone of Nigeria. It was found that basic school social studies curriculum did not adequately take care of the security component of the seven- point agenda. It was found that practical and entrepreneurial skill acquisition, economic empowerment programmes for sustainability and full employment and community policing need to be included, among others, in the present basic school social studies curriculum. This is to enable the curriculum to adequately take care of the security component of the Seven- Point Agenda. Majority of the respondents were of the opinion that education and provision of employment should be provided to all citizens. It was suggested among others that the social studies curriculum should be regularly reviewed and also interactive programme in form of seminars and workshops should be organized for UBE teachers to enable them acquire the pedagogical disposition for implementing the curriculum of 7-point agenda of the Nigerian government.

Key words: adequacy, basic schools, curriculum, security, social studies.

Introduction

Social Studies, for long has been erroneously regarded as an amalgam of all the social science subjects including humanities. The subject has therefore become unwieldy to teach effectively, particularly in view of the government position that a new civic education curriculum be disarticulated from the subject. Recently, social studies curriculum has been realigned to take cognizance of these challenges facing the subject as a core subject at basic education level. Efforts have been made to redress the observed inadequacy by teaching the subject as a discipline that brings the reality of everyday societal living to students with the desire to making

them acquire the knowledge, attitude, values and skills required to be responsible and discipline members of their society.

The nature and objectives of Social Studies in Nigerian secondary schools emphasize students' familiarity with their physical and social environment; improved social relationships and interactions; skills and ability to think reflectively, critically, creatively and independently. All these objectives are required in life- problem solving. As a totality of man's experiences in the society and a problem – approach discipline, it becomes imperative to emphasize students' active participation in the learning process (Akintola, 2000). Social Studies could be seen as a programme of study in our schools which is used to inculcate in the learners the knowledge, skills, attitude and actions considered important in human relationship in the society (CESAC, 1993). The basic education curriculum in social studies, apart from taking into consideration societal needs, has incorporated many of the contemporary issues of local and global concern such as youth unemployment and youth restiveness, environmental issues, drug abuse, family life education, security, peace and conflict issues including other aspects of the Seven- Point Agenda of the government.

Social Studies is society bound. This requires that, its curriculum reflects the problems, yearning and aspiration of a given society. It is observed that, the nature of the problems and aspiration of the society have always determined the nature of social studies curriculum and of course, determines the purpose which the curriculum is out to serve. Probably, that is why Awoyemi (1994) opined that when we plan a social studies curriculum for any society, it must take the problem of that society into consideration. He stated further that, Nigeria for instance, has her problems which are not necessarily identical with the problems of other societies. It is essential therefore, that the social studies curriculum of Nigeria should take into consideration the peculiar problems of Nigeria among which is the problem of insecurity which has become an issue of national concern irrespective of cultural background.

According to the Technical Committee on Security (2008), security is conceptualized as the actual or potential freedom and safety from physical/military, political, economic, socio-cultural or psychological danger or attack. That is, it is the protection or defence of people against all kinds of victimization from external/military attack, economic want, poverty, illiteracy, disease/ill-health, political oppression, social exploitation, criminality, etc. And it is perceived in terms of the generality of the population i.e. the physical, political, economic, and

social security of the average citizen rather than that of the government of the day and its officials.

By implication, security is the condition which enhances the ability of government, its agencies, and its citizens to function without hindrance. Differently put, it implies the absence of threat to life, and property; it encompasses the socio-economic well-being of the people; and enables co-existence in peace and harmony. Section 14 [1] b of Chapter 2 of the 1999 Constitution of the Federal Republic of Nigeria captures the importance of security when it states that “security and welfare of the people shall be the primary purpose of Government. Seen this way, security is a social contract between the state and its citizens in which the former is expected to protect, defend, and provide for the latter in the public arena

Various people such as Okiro (2008), Etim (2009), Adelugba, Adesina and Ujomu (2008), and Odah (2009) have observed the unpalatable state of security of the Nigerian nation which is highly lamentable and nothing to write home about. There has been growing insecurity, an increase in the incessant kidnapping incidents, the reigning cases of broad daylight robberies, hired assassination or political sponsored killings and the most recent attacks and religious crises in the north, Jos in particular. In addition, there are the destructive demonstration of the militants in the pre- amnesty period and other grave problems besetting the country. The growing insecurity in the country has made the Nigerian government to come up with 7-Point Agenda in which human security is considered a critical infrastructure.

Since the return to democratic rule in 1999, more than 10,000 Nigerians have been killed in sectarian and communal violence. Recent events have only exacerbated the country's deep divisions: the imposition of sharia, or Islamic law, in twelve northern states and Jos, 2010 January crisis, forced thousands of Christians to flee, while more recently, Danish cartoons ridiculing the Muslim Prophet Mohammed resulted in attacks and reprisals that killed dozens and injured or displaced thousands in the north and south. Former Nigerian leader like Obasanjo has been criticized both in and outside the country for not definitively responding to religious violence and communal tensions that cropped up during his regime. According to the "nigeria4betterruler" derivations, many Muslims and Christians have been identified as perpetrators of violence, but very few—if any—have been prosecuted.

Violence in the Niger Delta—where upwards of one hundred thousand barrels of oil per day is stolen—cost the country about \$1 billion last year in lost oil revenue, leaving global energy investors weary of Nigeria. Since December 2005, violence in the Niger Delta has

decreased Nigeria's oil output by nearly 20 percent. Roaming militias have kidnapped foreign oil workers, set fire to offshore oil installations, and bombed pipelines. Lewis (2008) states that the fighters are angry with oil companies they feel have exploited the delta's resources without returns to the community, and feel a deep sense of isolation from the government. Years of neglect have left Nigerian security forces with little more than a few boats to patrol the delta, and consequently militants have attacked at will (Lewis, 2008). To maintain the security of the Delta Area, Nigeria and the United States signed a security agreement to jointly patrol the delta region, though U.S. action was delayed and Nigeria instead has looked to China—which has invested billions in Nigeria's energy infrastructure—for security assistance.

According to Yar adua (2007), security of life and property represents one of the most important constitutional duties of Government. Security and law and order are the foundation on which the success of all initiatives of Government in ensuring good governance is anchored. The authority of government over the people can be legitimised and sustained only to the extent that it guarantees the security of their people and properties. The primary challenges of national security revolve around the general economic down-turn. Under no other form of government have the challenges of national security been more daunting and potently sensitive than in a democracy. Lack of security threatens the stability of the polity and the safety of economic and social sectors of society and greatly discourages foreign direct investment, undermining economic growth.

President Yar adua stated further that collaboration of all security organisations in the country is a major step to combating crime. The Military Intelligence Directorate, the State Security Service, the Criminal/State Intelligence Bureau of the Police and the intelligence units of all other agencies must pool resources and create a Central Crime Intelligence Directorate. This will also help stem the growing tide of rivalry between the various agencies. The ability to communicate effectively within and between the services will be enhanced.

To further enhance security, the government says it will review the NYSC Act in order to provide legal cover for the youth corpsers in the area of crime prevention and community policing. This will be achieved as Nigeria invests heavily on security and also properly reward those who put their lives in the line of fire to ensure safety of lives and properties. Sustained public education campaigns will be used to alert people to the consequences of deviant activities. The community must be directly involved in designing and claiming ownership of programs aimed at reducing crimes. To complement this, government will seriously explore avenues of

cooperation with established law enforcement agencies across the world to provide assistance to our law enforcement agencies (Technical Committee on Security, 2008).

It is observed by Yar adua (2007), that an unfriendly security climate precludes both external and internal investment into the nation. Thus, security will be seen as not only a constitutional requirement but also as a necessary infrastructure for the development of a modern Nigerian economy. With its particular needs, the Niger Delta security issue will be the primary focus, marshalled not with physical policing or military security, but through honest and accurate dialogue between the people and the Federal Government.

Social Studies and Security Issues

In an attempt to provide adequate security, the Nigerian government provided 9- year basic education and realigned social studies curriculum. Illiteracy and innumeracy are forms of insecurity in themselves. So, the first and most immediate contribution of successful basic education and social studies curriculum is a direct reduction of one form of deep rooted insecurity. Second, it is believed that if basic school social studies is taught well, it can be very helpful in guiding individual to live effectively in the society (Iyewarun, 1989).

It therefore becomes of paramount importance to bring about the type of basic school social studies and teaching that world reflect the areas that need to be addressed. The areas are the values that need to be emphasised and the problems to solve in our society. One of the viable means of reducing this society's problem is the realignment of the basic school social studies curriculum. Poverty is the source of all menace and it needs to be reduced to the minimal level. A way of reducing poverty, using education, is the application of the proactive Empowerment Model developed by Adesina and Adeyemi (2009). According to them, the model seeks to eliminate poverty at its root rather than simply reacting to the manifestation and products of poverty. In the model, there are fundamental rethinking of the three major dimensions of empowerment – Social, Economic and Political. These three dimensions are predicated on a qualitative empowerment basic education programme, which emphasises the role of education in promoting economic sustainability. The model is predicated on eliminating the fundamental cause of poverty-ignorance and illiteracy by radically restructuring existing curriculum of the school within a neo-liberal humanistic restorative and sustainable philosophy.

This emphasis is the continuation of poverty reduction programmes of the government and nongovernmental organizations. Education programmes need to be restructured to emphasise pragmatism as against the conventional theoretical acquisition of knowledge. Economic

empowerment programmes must be encouraged, adequately funded by the government (especially) and non-governmental agencies and gives space in the school curriculum. The effect is to reduce dependency of young graduates on government jobs. Self employment and sustainability is the watch word. The model emphasises political and citizenship education at all levels of education to caters for the necessary values which are needed to bring about peace and development to the Nigerian society.

Against the foregoing background, the aim of this paper is to find out the various perspectives of the basic school social studies teachers on the present social studies curriculum and security component of the 7-point agenda of the Nigerian government, with a view to providing suggestions on how security issues could be addressed in the curriculum. The specific objectives are to: find out the extent to which security is adequately taken care of in the present basic school social studies curriculum; examine the security component in the present basic school social studies curriculum; determine the content that should be included in the basic school social studies curriculum to cater for security; and finally, highlight how security could be addressed in the basic school social Studies curriculum.

Research Questions

The following questions were answered in this study:

1. To what extent does the basic school social studies curriculum adequately take care of the security component of the 7-point agenda of the Nigerian government?
2. What are the security components of the 7-point agenda of the Nigerian government in the present basic school social studies curriculum?
3. What are the issues of security that should be included in basic school social studies curriculum?
4. What are the teachers' view points on how security should be addressed in the social studies curriculum?

Methodology

The survey design was adopted for the study. All the Universal Basic Education (UBE) teachers who attended the 2009 NTI/ MDGs programme in the six states of the North Central Geo- political Zone, that is Kwara, Kogi, Benue, Nasarawa, Plateau, and Niger States November 2009 constituted the population. Through the use of stratified random sampling technique, 545 respondents were sampled from each of the six states of study. This gave a sample size of 3270. State of employment, constituted the strataum Instruments used for the study were the List of the Security Nigerian primary school curriculum modules in Social Studies (PSCMSS), National curriculum for Junior Secondary School in Social Studies (NCJSSSS) and a questionnaire containing 20 items. The PSCMSS and NCJSSSS were analysed

to identify the extent of coverage of the security component. The questionnaire items were structured on a four- point scale of Strongly Agree, Agree, Disagree and Strongly Disagree.

The questionnaire instrument was content validated by three lecturers at University of Ilorin, Ilorin. The test- retest procedure was used to ascertain the reliability of the instrument twice to 20 Basic School teachers in Kwara State who did not participate in the MDGs programme. The scores were analysed using the Pearson Product Moment correlation coefficient and this yielded a coefficient of internal consistency of 0.67. The obtained data were analysed using percentages.

Results

Research Question One

To what extent does the basic school social studies curriculum adequately take care of the security component of the 7-point agenda of the Nigerian government?

Table 1: The extent to which basic school social studies curriculum adequately take care of the security component of the 7-point agenda of the Nigerian government

S/N)	Content of Security List (CSL)	Number of CSL topics in SSC	
		Frequency	%
1	Peace And Education	3	3
2	Sustainable economic and social development	7	6
3	Respect for all human rights	3	3
4	Gender Equity	1	1
5	Democratic activities	3	3
6	Understanding, tolerance and solidarity 8 7	8	6
7	Participatory communication and the free flow of information and knowledge	3	3
8	National security	3	3
9	Food Security	4	3
	Total	35	32

Table 1 shows that, only 35 (32%) of the 115 topics in the entire UBE Social Studies curriculum (from primary to junior secondary school) adequately take care of the security component of the 7-Point Agenda of the Nigerian government.

Research Question Two

What are the security components of the 7-point agenda of the Nigerian government in the present basic school social studies curriculum?

Table 2: Teachers' views of security components of the 7-point agenda of the Nigerian government in the present basic school social studies curriculum

S.N	items	SA	A	D	SD	Mean	Std. Deviation
1	Democracy	1014	948	719	523	2.7502	1.06199
2	tolerance	916	1177	556	521	2.7303	1.06648
3	Dignity	1046	981	523	719	2.7208	1.13107
4	Food Security	687	1275	719	589	2.6300	1.00690
5	Rules and regulation	1046	523	981	719	2.5795	1.15074
6	Human Right	784	589	981	916	2.3798	1.12947
7	Respect	521	818	1145	687	2.3275	1.01053
8	employment	687	556	1079	948	2.3024	1.10033
9	Property	521	589	1275	784	2.2281	1.01801
10	Pollution	556	521	916	1177	2.1089	1.10385
11	Neighbourhood	360	818	784	1308	2.1037	1.02311
12	Solidarity	262	521	1210	1177	1.9471	.92182
13	Life	1280	523	1112	1308	1.9599	.97910
14	Justice	98	458	1472	1243	1.8535	.76495
15	Gender discrimination	98	458	1472	1243	1.8535	.76495
16	empowerment	262	327	1308	1373	1.8410	.90329

Sample =3270

Mean Cut-off= 2.500

Table 2 showed that only items 7, 10, 12, 13 and 16 had the Mean up to 2.5 which was the cut-off point. In other words, these were the only related topics that could be said to be in the basic school social studies. This indicates that respondents did not agree that the security components of the 7-point agenda of the Nigerian government were in the present basic school social studies.

Research Question 3.

What are the issues of security that should be included in basic school social studies curriculum?

Table 3: Teachers' views of security components of the 7-point agenda of the Nigerian government in the present basic school social studies curriculum that should be included

S.N	items	SA	A	D	SD	%	Mean	Std. Deviation
1	Life security	1602	166	-	-	49	3.5000	.50008
2	Property security	1079	1766	294	131	33	3.1599	.74479
3	Neighbourhood security	1700	1308	131	131	52	3.3997	.74873
4	Solidarity	1210	1635	229	196	37	3.1804	.80446
5	Justice	1635	1234	131	262	50	3.2948	.88525

6	Human Right issues	1373	1504	131	65	42	3.2196	.85583
7	Human Dignity	1504	1668	33	65	46	3.4098	.61809
8	empowerment	1635	1373	131	131	50	3.3795	.74616
9	Respect for others	1145	1995	98	33	35	3.3621	.59087
10	Democracy	1700	1504	65	-	52	3.4994	.54007
11	Gender equity	1472	1570	164	33	45	3.3609	.66971
12	Food Security	1864	1079	262	65	57	3.4502	.72608
13	Tolerance	1406	1733	98	33	43	2.9508	.96292
14	Entrepreneurial Skills	1079	1275	556	360	33	2.6104	1.05720
15	Pollution	1864	1172	98	131	57	3.4569	.74685
16	Rules and regulation	1635	719	687	229	50	3.1502	.98370

Sample =3270

Mean Cut-off= 2.500

From the analysis, it was observed that the respondents were of the opinion that all the items related to the security components of the 7-point agenda of the Nigerian government should be included in the present basic school social studies curriculum. This is because all the items had more than 2,5 cut- off mark.

Research Question 4.

What are the teachers' view points on how security should be addressed in the social studies curriculum?

Table 4: Teachers' views how security components of the 7-point agenda of the Nigerian government in the present basic school social studies curriculum should be addressed

S.N	How to address the component	SA	A	D	SD	Mean	Std. Deviation
1	To be taught as a separate subject	458	687	1112	1014	2.180	1.024
2	To be included in Social Studies curriculum as a topic	987	1668	294	320	3.016	0.886
3	To be taught along with other components of the Seven-point agenda in the social studies curriculum	491	654	1145	981	2.202	1.030
4	To be taught only at lower basic level	491	425	1145	1210	2.180	1.024
5	To be taught only at middle basic level	491	425	1145	1210	2.180	1.024
6	To be taught only at upper basic level	491	425	1145	1210	2.180	1.024
7	To be taught across all the basic levels	1668	1406	131	65	3.431	0.666

Sample =3270
Mean Cut-off= 2.500

Table 4 showed that 2655 respondents out of 3270, with the Mean of 3.016, opined that the security components of the 7-point agenda of the Nigerian government should be included in Social Studies curriculum as a topic. In addition, majority of the respondents, (3074), with the Mean of 3.431, were of the opinion that the security components of the 7-point agenda of the Nigerian government should be taught across all the basic levels.

Discussion

The findings of this study reveal that the Social Studies curriculum for the UBE programme in Nigeria contained some topics that were related to the seven-point agenda of the Nigerian government. However, respondents observed that the topics in the entire UBE Social Studies curriculum (from primary to junior secondary school) did not adequately take care of the security component of the 7-Point Agenda of the Nigerian government. This finding is not in line with Awoyemi (1994) who noted that the subject the social studies curriculum of Nigeria should take into consideration the peculiar problems of Nigeria among which is the problem of insecurity which has become an issue of national concern irrespective of cultural background. The finding also revealed that respondents did not agree that all the topics of the security components of the 7-point agenda of the Nigerian government were in the present basic school social studies. It appears that if social studies is to be the first subject to overtly address the security components of the 7-point agenda of the Nigerian government in the Nigerian school system; all these items should be included in the curriculum of social studies.

The finding also showed the security components of the 7-point agenda of the Nigerian government should be included in Social Studies curriculum as a topic. This is consistent with CESAC (1993) who opined that social studies could be seen as a programme of study that contained topics that could be used to inculcate in the learners the knowledge, skills, attitude and actions considered important in human relationship in the society.

However, effective implementation of 7-point agenda of the Nigerian government requires the integration of security concepts and strategies across all levels of basic education and to cut across classes. This is because the security component of the 7-point agenda of the Nigerian government is not just about adding topics or themes to the curriculum. It is about mind transformation through the acquisition of appropriate skills, values and attitude which will empower the learners to seek, protect and maintain security. The implication is that peace

education goes beyond subject matter issues to include all aspects of learning that touch on the behaviour of the learner. This will enable these teachers use every opportunity in the instructional process to develop in the learners a culture of security.

Conclusion and Recommendations

Findings of this study have shown that the security component of the 7-point agenda of the Nigerian government is yet to be effectively implemented in the Nigerian education system. This buttresses the need for adequate teacher preparation in this area of study. This is to ensure that these teachers can effectively help learners develop the ability to seek, maintain and protect others and to resolve conflict without creating atmosphere of insecurity. In this regard the following recommendations are made:

Interactive programme in form of seminars and workshops should be organized for UBE teachers to enable them acquire the pedagogical disposition for implementing the curriculum of 7-point agenda of the Nigerian government.

Principles and strategies of security related education should be integrated into basic methodology courses taught in teacher training institutions.

The 7-point agenda of the Nigerian government topics should be taught across all classes in the UBE programme.

Text books for the UBE programme should be reviewed to provide information needed for the appropriate teaching and learning of the 7-point agenda of the Nigerian government.

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