

Capability of Social Studies to Provide Curricular Solutions to Contemporary Social Problems: Stakeholders' Views

A.S. Jimoh

Department of Language, Arts and Social Science Education,
Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria

Abstract: The study determines stakeholders' views on the capability of social studies in proffering curricular solutions to the avalanche of problems experienced in the contemporary human society, the potency of the various conceptions and stated goals of social studies in the face of the series of changes in the human environment. It is a survey research study. Data was collected through three sets of researcher developed questionnaire administered to 195 teachers and 5,428 social studies students from 136 secondary schools in Western Nigeria. The collected data was analysed using frequency counts, mean calculation and variance. The result indicated that teachers are convinced about the capability of social studies in proffering solutions to our contemporary social problems as well as the continuous relevance of the various definitions and curricular roles of the subject.

Key words: Missing

INTRODUCTION

The contemporary human society is bedevilled with a myriad of social ills like lawlessness, high crime rate, social and political wars, religious intolerance, inter ethnic and communal clashes, touts, miscreants, human trafficking, ritual killings, material and wealth worshipping, militancy, youth restfulness etc. The causes of all these problems are abject lack of or inappropriate inculcation and development of moral and social values in the citizenry.

Premium confidence and the responsibility of social and moral training and the inculcation of acceptable values and attitude into the child are now left to the school. This is done through subject offering in the school. While majority of the character moulding, moral and value laden subjects are either elective or totally phased out of the school timetable as a result of various curricular reviews to meet up contemporary social demands, however, the viable and only compulsory subject (in Nigeria for instance) that could generally inculcate these treasured values into the learners at the secondary school level (the delicate adolescent period of the child) is social studies [1].

The above is premised on the expected roles of the subject as stated by some nations of the world. In America for instance, according to Frazer [2] *"Before and during 1942 when Americans were at war for example, they called for the review of the school's curriculum so that the education given to the young ones could prepare them to forestall any future occurrence of war. This led to the formal strengthening and various innovations and reviews in the American social studies curriculum after the war as a force to contend with in its capacity to prepare students for effective citizenship in a democratic society and to create unity among people of diverse origin"*.

Corresponding Author: A.S. Jimoh, Department of Language, Arts and Social Science Education,
Faculty of Education, Lagos State University, Ojo, Lagos, Nigeria.
Tel: 08033310592, E-mail: akin4jimoh@yahoo.com.

This was summarised by the NCSS [3] in the following words “*in essence, social studies (in America) promotes knowledge of and involvement in civic affairs such as health care, crime and foreign policies. These engender good and complete citizenship among the American youth*”. The central goal of social studies in America therefore, is commonly given as education for democratic citizenship. It is an integration of experience and knowledge concerning human relations for the purpose of citizenship education.

In Nigeria, the NERDC [4] enlisted the following as the working objectives of the social studies education at the basic education and secondary school levels:

- To enable learners to develop the ability to adapt to the changing environment.
- To enable learners to become responsible and disciplined individuals capable and willing to contribute to the development of their societies.
- To enable learners to inculcate the right types of values.
- to enable learners to develop a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them humans.
- To enable learners to develop the capacity to recognise the many dimensions of being human in many different cultural and social contexts and
- To enable learners to develop sense of solidarity and sharing based on the sense of security in one's own identity.

The above working objectives are lofty, virtuous and ethical. Education generally (from the traditional informal and western formal) emphasises the acquisition of desirable skills and development of good morals including virtues like honesty, good neighbourliness, hard work, love for the community, respect for rules and regulations, respect for human life and orderliness etc. However, Kolawole [5] noted that

unfortunately, the above cannot be said for the current form of formal education that we have and practice in Nigeria today....because social vices such as cultism, thuggery and corruption have become the order of the day....hence values like honesty, probity, good morals, hard work and respect for constituted authority are daily being threatened...the society today has sank into an abysmal level due to excessive materialism, corruption, thuggery, drug peddling, environmental pollution and other vices in spite of education.....most youths who are the products of our education no longer have respect for social values.

Education at all levels should aim at the ability to foster the acquisition of and development of knowledge, skills and values that are worthwhile. Contemporarily, however, knowledge and skills acquisition is being emphasised for the purpose of material acquisition and livelihood at the expense of the attainment of values and acceptable attitudes.

An individuals' survival in a community of people however, is not guaranteed by knowledge and skills possession alone but when accompanied with values and attitudes acceptable to the community.

Hence, the FRN [6] states one of the national goals of education as:

The inculcation of the right types of values and attitudes for the survival of the individuals and the Nigerian society.

A goal which the Nigerian Society fell short in its enjoyment.

It therefore becomes necessary to peep back into that segment of the school curriculum that is charged with the responsibility of inculcating our cherished values into the learners. Hence, this study tried to source for the views of the partakers in social studies on its ability to continuously provide curricular solutions to our societal problems.

The social studies as a discipline however, has been existing in some nations' school system and conferred a compulsory status for some decades now. Despite this core status of social studies and its character moulding stance in the educational system, the human society is still being tormented by the aforementioned myriads of social problems. These social ills and maladies query the effectiveness of social studies in performing its curricular goals. Hence, this paper sought for stake holders' views on the potency and the capability of social studies in alleviating these social problems in the face of the contemporary complexity of the human society and needs.

The study therefore tried to find out from practising teachers and students the potency of social studies in providing a preventive remedy to the current upsurge in social disorders in human society through its curricular offerings.

In order to do this the following questions were answered in the study:

- Are the various social studies conceptions still potent in the face of current complexity of human nature?
- Could social studies help to solve contemporary social problems in man's society?
- What are contemporary students' perceived roles of social studies in the curriculum?

MATERIALS AND METHODS

Research Design: The study is a survey type. It surveyed practicing teachers and students opinions on the capability of social studies to continuously provide preventive measures to the currently experienced social vices in the human society.

Sample: The study involved a sample of 195 teachers and 5,428 social studies students from 136 schools in 14 Local Government Areas out of the 138 in the six states of western Nigeria. The random sampling, incidental and intact class sampling techniques were employed in sampling the local government areas, the schools and the respondents.

The simple random sampling technique was adopted to select 14 local government Areas (10% of 138) in Western Nigeria while the incidental sampling technique was adopted for sampling teachers in which every available social studies teacher in the school was involved and the systematic sampling techniques was used to sample students where they were more than 40 in a class while intact classes were used when they were 40 or less

Instrumentation: Three sets of questionnaire were used to collect data. These are:

- Teachers' questionnaire on the Potency of the Conceptions and Goals of Social Studies (PCGSS).
- Teachers' questionnaire on the Capability of Social Studies to Solve Contemporary Social Problems (CSSCP) and
- Students' Perceived Roles of Social Studies in the School Curriculum (PRSSC).

The PCGSS contains twenty items; the CSSCP is a fifteen item questionnaire while the PRSSC contains ten items for the students.

RESULTS

Research Question One: Are the various social studies conceptions still potent in the face of current complexity of human nature? The Table 1 presents the analysis of teachers' response to items on the question.

Table 1: The Potency of the Conceptions of Social Studies (N = 195)

S/N	Statements		SA (4)	A (3)	D (2)	SD (1)	NR (0)	Total	Mean Score	S ²
1	Social studies is an entire way of life of man and his relationship with his environment.	F	(114)	(57)	(8)	(9)	(7)	(195)	3.34	1.01
		X	456	171	16	9	-	652		
2	Social studies encompasses civic, citizenship and family life education.	F	(110)	(57)	(13)	(8)	(7)	(195)	3.31	1.01
		X	440	171	26	8	-	645		
3	Social studies is adequately relevant to our everyday life.	F	(109)	(64)	(8)	(12)	(2)	(195)	3.3	6.9
		X	436	192	16	12	-	656		
4	Social studies also deals with citizenship education.	F	(103)	(64)	(15)	(9)	(4)	(195)	3.3	0.94
		X	412	192	30	9	-	643		
5	Social studies education can lead to solving many of our social problems.	F	(101)	(65)	(18)	(9)	(2)	(195)	3.3	0.9
		X	404	195	36	9	-	644		
6	Respect for elders and authority is a constant feature in social studies.	F	(95)	(78)	(11)	(7)	(4)	(195)	3.30	0.89
		X	380	234	22	7	-	643		
7	Social studies teaches students to be proud of their culture.	F	(105)	(56)	(19)	(12)	(3)	(195)	3.27	0.98
		X	420	168	38	12	-	638		
8	It helps people to contribute to a just and egalitarian society.	F	(87)	(77)	(23)	(7)	(1)	(195)	3.24	0.84
		X	348	231	46	7	-	632		
9	Social studies is the study of the reciprocal influences between humans and the environment.	F	(95)	(70)	(14)	(7)	(9)	(195)	3.21	1.04
		X	380	210	28	7	-	625		
10	Social studies teaches people to tolerate each other in the society.	F	(96)	(60)	(22)	(9)	(8)	(195)	3.16	1.07
		X	384	180	44	9	-	617		
11	Social studies can promote a free and democratic society.	F	(75)	(89)	(20)	(8)	(3)	(195)	3.15	0.88
		X	300	267	40	8	-	615		
12	One major function of social studies is to make students become loyal and dutiful citizens.	F	(88)	(76)	(13)	(7)	(11)	(195)	3.14	0.07
		X	352	228	26	7	-	613		
13	Social studies teaches students to think critically and to make rational decisions.	F	(83)	(82)	(11)	(11)	(8)	(195)	3.13	1.03
		X	332	246	22	11	-	611		
14	It is citizenship education because it makes learners become responsive and responsible citizens	F	(63)	(95)	(29)	(7)	(1)	(195)	3.09	0.81
		X	252	285	58	7	-	602		
15	It is a best tool to promote a united, strong and self-reliant nation.	F	(82)	(60)	(31)	(21)	(1)	(195)	3.03	1.03
		X	328	180	62	21	-	591		
16	Social studies teaches students how to plan their families effectively when they become adults.	F	(57)	(70)	(37)	(16)	(15)	(195)	2.71	1.19
		X	228	210	74	16	-	528		
17	Man's problems and their solutions are the central concern of social studies.	F	(43)	(83)	(35)	(21)	(13)	(195)	2.63	1.14
		X	172	249	70	21	-	512		
18	The main concern of social studies is not the teaching of physical features of the world alone.	F	(38)	(65)	(49)	(35)	(8)	(195)	2.46	1.12
		X	152	195	98	35	-	480		
19	The general aim of social studies is not only to prepare JSS students for SSS Arts and Social Science classes.	F	(52)	(52)	(41)	(28)	(22)	(195)	2.43	1.32
		X	208	156	82	28	-	474		
20	Social studies contains knowledge about citizenship education.	F	(38)	(66)	(43)	(34)	(14)	(195)		
		X	152	198	86	34	-	470	2.41	1.19
Total		F	1634	1386	460	277	143	3900	60.98	
		X	6536	4158	920	277	-	11891		

The table above presents teachers' scores on the potency of the various conceptions of social studies. It shows the average scores of the teachers ranging from 2.41 to 3.34 for the items (out of maximum of 4 per item). The mean scores are more than half of the expected mean score per item. This indicates teachers' believes in the continuous potency of the various conceptions of social studies. This observation gave a total score of 11,891 and a mean score of 60.98 out of expected total average score of 80. This indicates that the teachers generally believe in the relevance of the various conceptions of social studies to contemporary social needs.

Table 2: Capability of Social Studies to Solve Contemporary Social Problems (N = 195)

S/N	Statements		SA (4)	A (3)	D (2)	SD (1)	NR (0)	Total	Mean	S ²
1	The main concern of social studies is to make the child learn about his environment and its problems.	<i>F</i>	(108)	(68)	(11)	(3)	(5)	(195)	3.39	0.87
		<i>X</i>	432	204	22	3	-	661		
2	Social studies does not prepare students for being in the social sciences alone but to learn how to solve social problems.	<i>F</i>	(75)	(85)	(19)	(14)	(2)	(195)	3.11	0.92
		<i>X</i>	300	255	38	14	-	607		
3	It is necessary to compulsorily extend social studies to the senior secondary school level because of his problem solving capability.	<i>F</i>	(76)	(75)	(29)	(13)	(2)	(195)	3.08	0.95
		<i>X</i>	304	225	58	13	-	600		
4	Social studies is concerned with how man influences his physical, social, political economic and cultural environments and the exuding problems.	<i>F</i>	(70)	(84)	(24)	(8)	(9)	(195)	3.02	1.03
		<i>X</i>	280	252	48	8	-	588		
5	Social studies approaches man's problems from the perspective of many disciplines including the Arts, Social Sciences, Pure and Applied Sciences, Law and Humanities.	<i>F</i>	(73)	(69)	(33)	(10)	(10)	(195)	2.95	1.08
		<i>X</i>	292	207	66	10	-	575		
6	Reading, writing, discussing, calculation and problem solving skills are developed through social studies.	<i>F</i>	(69)	(65)	(46)	(11)	(40)	(195)	2.94	1.00
		<i>X</i>	276	195	92	11	-	574		
7	Social studies inculcates general knowledge and current affairs as they occur in the society.	<i>F</i>	(51)	(101)	(23)	(12)	(8)	(195)	2.90	0.99
		<i>X</i>	204	303	46	12	-	565		
8	Social studies as a subject matter is beyond the factual knowledge of history, geography, civic and government but application of such knowledge.	<i>F</i>	(55)	(87)	(35)	(12)	(6)	(195)	2.89	0.99
		<i>X</i>	220	261	70	12	-	563		
9	It is an environmental study because it teaches the features of the environment and how to solve environmental problems.	<i>F</i>	(43)	(104)	(35)	(6)	(7)	(195)	2.87	0.91
		<i>X</i>	172	312	70	6	-	560		
10	Sincerity and dedication to work could be learnt through social studies.	<i>F</i>	(73)	(61)	(30)	(18)	(13)	(195)	2.84	1.21
		<i>X</i>	292	183	60	18	-	553		
11	Social studies makes students to realise the interdependence among nations of the world.	<i>F</i>	(69)	(67)	(22)	(12)	(25)	(195)	2.73	1.34
		<i>X</i>	276	201	44	12	-	533		
12	One major aim of introducing social studies into the secondary school curriculum is to develop some acceptable values and attitudes in learners.	<i>F</i>	(51)	(66)	(29)	(29)	(20)	(195)	2.51	1.30
		<i>X</i>	204	198	58	29	-	489		
13	Social studies is needed to promote a land of bright and full opportunities for all citizens.	<i>F</i>	(45)	(44)	(41)	(61)	(4)	(195)	2.33	1.2
		<i>X</i>	180	132	82	61	-	455		
14	Peaceful co-existence is a prominent topic in social studies.	<i>F</i>	(23)	(59)	(72)	(33)	(8)	(195)	2.29	1.02
		<i>X</i>	92	177	144	33	-	446		
15	Students learn about cordial human relationship through social studies.	<i>F</i>	(24)	(55)	(47)	(49)	(20)	(195)	2.07	1.20
		<i>X</i>	96	165	94	49	-	404		
Total		<i>F</i>	905	1090	496	291	179	2925		
		<i>X</i>	3620	3270	992	291	-	8173	41.91	

Research Question Two: Could social studies help to solve contemporary social problems in man's society?.

The Table 2 presents the analysis of teachers' response to items on the question.

On the teachers' views about the capability of social studies to solve contemporary societal problems, their responses to the items yielded average scores ranging from 2.07 to 3.39 out of maximum of 4 for each item. This means that the teachers were convinced about the capability of social studies to solve the various social problems currently plaguing the human society. The observation yielded a total score of 9034 and a total mean score of 46.33 out of 60. Hence, the subject is capable of solving human environmental problems.

Table 3: Students' Perceived Roles of Social Studies in the School Curriculum N = 5428

S/N	ITEM		SA (4)	A (3)	DS (2)	SD (1)	NR (0)	Total	Mean Score	S ²
1	Social studies is the study of man in the totality of his environment.	F	(3088)	(2166)	(58)	(26)	(90)	(5428)	3.50	0.71
		X	12352	6498	116	26	-	18992		
2	It teaches us about our environment and its conservation	F	(2647)	(2501)	(173)	(56)	(51)	(5428)	3.41	0.69
		X	10588	7503	346	56	-	18493		
3	It basically prepares students to become good citizens.	F	(2335)	(2313)	(352)	(262)	(166)	(5428)	3.18	0.97
		X	9340	6939	704	262	-	17245		
4	It teaches us to live peacefully with one and other.	F	(2130)	(2525)	(386)	(195)	(192)	(5428)	3.14	0.95
		X	8520	7575	772	195	-	17062		
5	Social studies teaches us about the world and interdependence among nations.	F	(2049)	(2278)	(592)	(394)	(115)	(5428)	3.06	0.98
		X	8196	6834	1184	394	-	16608		
6	It is also the study of the interrelationship among men.	F	(1838)	(2291)	(809)	(324)	(166)	(5428)	2.98	1.00
		X	7352	6873	1618	324	-	16162		
7	Social studies helps to mould students' behaviour.	F	(2246)	(1564)	(819)	(646)	(153)	(5428)	2.94	1.14
		X	8984	4692	1638	646	-	15960		
8	Social studies does not only teach about the family but how to live peacefully.	F	(1307)	(1922)	(1272)	(765)	(162)	(5428)	2.64	1.08
		X	5228	5766	2544	765	-	14303		
9	Social studies is not just a combination of history and geography but the use of knowledge to better one's life.	F	(819)	(1122)	(2083)	(1290)	(114)	(5428)	2.23	1.04
		X	3226	3366	4166	1290	-	12098		
10	Social studies is not only to prepare us for the Arts or Social Science class but preparation for life.	F	(464)	(1457)	(1956)	(1421)	(130)	(5428)	2.13	0.97
		X	1856	4371	3912	1421	-	11560		
Total		F	(18923)	(20139)	(8500)	(5379)	(1339)	(542800)		
		X	75692	60417	17000	5379	-	158,488	29.20	

Research Question Three: What are contemporary students' perceived roles of social studies in the school curriculum?

The Table 3 presents the analysis of teachers' response to items on the question.

The perception of social studies' roles by students was expressed in the table above. Out of all the items stated, It shows the average scores of the students to range from 2.13 to 3.50 for the items out of maximum of 4 per item. This indicates a right conception of the roles of social studies in the school curriculum. This observation gave a total score of 158,488 while the average score was 29.20 (out of 40). This means that the students possessed right conceptions of social studies since the average score was more than half of the expected average.

DISCUSSION

The study discovers stakeholders' views on the problem solving capability and continuous relevance of some definitions and curricular goals of social studies held by specialists on the face of series of changes experienced in the human society, the current myriads of social problems and the dynamic nature of social studies coupled with the average lifespan of the discipline in the school curriculum.

The statistical calculations on their responses to the variables on the questions showed that most of the teachers still believe in the relevance of the various conceptions of social studies such as reciprocal relationship between man and his environment, a way of life, citizenship education, problem approach, environmental study etc. Their average scores on these variables ranged between 2.41 to 3.34 out of expected 4.0 average score for each.

This information agrees with one of the findings of Adeyoyini [7] that teachers (and educational administrators) held a greater variety of conceptions of social studies as citizenship education, ecological studies, skills development etc. These conceptions are still held by contemporary practicing social studies teachers as still relevant to current human needs and conditions. Teachers as motivators in learning activities are agents of change and they represent a vital part of the society. As the hub in social studies instruction, their strong agreement on the continuous relevance of the curricular

objectives and the various conceptual meaning and methods of social studies instruction coupled with their positive attitude buttressed the fact that social studies education could provide for both cognitive, affective and skills development in the child probably than other schools' subjects. Teachers' strong agreement is therefore taken basically as their conviction on the relevance and attainability of the curriculum objectives of social studies in the secondary schools to the societal goals needs.

Social studies deals with values, attitudes and beliefs of the people, their relationship with one another and their environment, its emphasis is not on imparting and recalling factual and abstract knowledge alone but on development of attitudes values and skills in today's learners who will be tomorrow's leaders. Therefore, teachers' conviction about the relevance of the various conceptions is an indication that social studies is still vibrant in its roles in solving societal problems through inculcation of these behaviours.

It has been found out that the only compulsory character moulding subject on the (Nigerian) secondary school time is social studies while others are either electives or phased out of the secondary school timetable [8]. This being the case, social studies teachers must ensure appropriate character moulding and inculcation of acceptable values and attitudes into learners through their instructional engagements with learners.

Question three asks of students' perceived roles of social studies in the school curriculum. The data analysis on variables the question shows that students agreed with the various roles listed for social studies in the questionnaire. Though, Adedoyin [7] discovered that teachers' and college students conceptualized social studies more as an amalgam of subjects than citizenship education or a discipline, however, this study found students' conception of some social studies roles as promoting the study of man and his environment, relationship among men, peaceful co-existence, preparation for citizenship, etc. This conception further influences the attitude of students to social studies in which they perceived social studies as being easy to understand, as preparation for life in the society, as knowledge about government activities and wish that more time be allotted it on the school time table. In line with the above, Iyewarun [9] has also found out that students possessed overwhelming positive attitude toward social studies showing its acceptance and possible future success among students and subsequently providing subtle means of alleviating our societal problems.

However, the question that agitates one's mind is:

Does the stance of the teachers and the students on social studies positively influence character moulding and moral upbringing of these students?

These positions were merely on pages of papers and influence knowledge attainment rather than necessarily influencing moral upbringing as witnessed in the moral decadence in the society. This confirms the assertion of Morgan [10] that it is only partially true that the acquisition of knowledge is logically necessary to the development of rationality. Acquisition of knowledge cannot be the sole essential element in the development of one's rationality because only rational agents are in the position to acquire knowledge. Hence, knowledge acquisition and academic achievement (though needed) do not necessarily translate to character moulding, rationality and training of the mind. Therefore, handlers of social studies must not over concentrate on knowledge acquisition but development of positive attitudes and values as expressed by the respondents as a bold step towards solving the multifaceted problems in our society.

CONCLUSIONS

The responsibility of curtailing the endemic social problems in the Nigerian society has been left to the school system. Which is hoped to be achieved through subject offerings. The realisation of the fact that majority of subject areas that assist the school and consequently the society in this regard (especially at the adolescent level of the child) are either elective or phased out of the school system leaving only social studies as compulsory prompted this study to determine the potency of social studies in performing this job.

The analysis of the data collected to answer the three questions raised indicated that both teachers and students of social studies conceived it as relevant to contemporary social needs and problems and can thus help to solve the problems. In regards to these observations, the following conclusions are made:

- Some of the various conceptions of social studies from inception are still valid and relevant to contemporary social situations and conditions.
- Practicing teachers and students are convinced about the potency of social studies in the face of the complexity of human environment and problems.
- Social studies is capable of helping in proffering some solutions to the various problems faced in the human society.

Recommendations: The aim of social studies education is to raise an ordered society devoid of social ills. Consequently, the following recommendations are suggested to further strengthen its roles towards improving the society:

Table 4: Weekly Peer Appraisal Table (Student of the Week)

Week days	Punctu- ality	Swept Class	Fetched Water	Rubbed Board	Attended to an	Reported a Misdeed-	Presents a Lost/ Item	Encouraged Teamwork	Tops School Debate	Scored Highest in					Neatest in class	Best in Sports	Stolen an Item	Disturbs others	Name with highest Appea- rance /score	Total Score
	(1 st to Arrive)	(Morning/ afternoon)	(Morning/ afternoon)	(Before Lesson)	Injured/ Deprived					Eng	Mat	Std	Std	Std						
	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	+1	-2	-1	
Mon																				
Tue																				
Wed																				
Thu																				
Fri																				
Total																				

Table 5: Term Peer Appraisal (Student of the Term)

Week	Name of Student (of the Week)	Score
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
Highest Frequency		

- Decision makers and curriculum planners should periodically review the social studies curriculum to ensure its relevance to contemporary situations, issues and problems as they arise in the human society.
- Every society must include at least one problem laden subject (like social studies) in the school curriculum as a means of moulding the character of the youths who will become future leaders in the society.

- A peer appraisal strategy (overleaf) is also proposed and recommended for schools as a step in developing morality, discipline, orderliness and social responsibility in learners and future leaders.

The appraisal table should be displayed in the class. It should be monitored and scored by all members of the class. Everybody knows the winner of every event. It is open, free, fair and competitive. It promotes team work, dedication to work and studies. It inculcates discipline, leadership traits and good manners in students. It measures all the domains of objective outcomes. It can be used for making both academic and administrative decisions. The student that features most or has the highest score in the week is the student of the week while that with the highest number of weeks in the term is the student of the term and the one that has the highest in the three terms of the year becomes the student of the year. The table could be used to measure values like politeness, neatness, punctuality, honesty, self control, discipline, cooperation etc in learners. Thus we could begin to raise future leaders who are honest, disciplined, polite, painstaking and could eschew world peace right from the classrooms.

The social studies programme wants individuals and the teachers involved to help learners change in certain ways considered desirable. This is not only in acquisition of knowledge but the development of certain skills, formulation of attitudes, understanding and development of values. These are the objectives of social studies.

Social studies must provide teachers and parents the opportunity to isolate behaviour, to explore performances, to discover individual's temperament, values, attitudes and interest. It must help to predict future behaviour and to prevent undesirable behaviour. These are very vital in social studies education.

REFERENCES

1. Jimoh, A.S., 2005. "Analysis of value education components of the secondary schools' social studies programme" In: B.B. Oderinde and O.E. Ekpo, (Eds) Value Education. Book of Proceedings of the 19th Annual Congress of the Nigeria Academy of Education. Nigeria: NAE.
2. Frazer, D.M., 1969. Social Studies Curriculum Development: Prospects and Problems. 39th Year Book. Washington DC: NCSS.
3. National Council for the Social Studies (NCSS), 2010. http://en.wikipedia.org/wiki/social_studies. Unit Planning: A Model for Curriculum Development.
4. Nigerian Education Research and Development Council, NERDC, 2007. Nine Year Basic Education Curriculum (Social Studies for JSS 1-3). Abuja: NERDC Press.
5. Kolawole, C.O.O., 2005. "Stakeholders' Opinion on the Roles of Education in Tackling Negative Values in Nigeria" In: Oderinde, B.B. and O.E. Ekpo, (Eds) Value Education. Book of Proceedings of the 19th Annual Congress of the Nigeria Academy of Education. Nigeria: NAE.
6. Federal Republic of Nigeria (FGN), 2004. National Policy on Education. Lagos: NERDC.
7. Adeyoyin, F.A., 1983. "Teachers, educational administrators' and students' conception of social studies in Lagos State". Journal of Researches in Curriculum, 1(2): 51-65.
8. Jimoh, A.S., 2003. "The Capability of Social Studies to Inculcate Moral and Social Values into Learners". Educational Perspective. A Journal of the Faculty of Education. LASU, Lagos: Editex Publishers, 6(1): 97-106.
9. Iyewarun, S.A., 1984. "Social Studies Teaching in the Secondary School: The Case of Kwara State." In S. Adesina and S. Ogunaju, (Eds). Secondary Education In Nigeria. Ile-Ife: University of Ife Press.