

## IMPERATIVENESS OF TEACHING SOCIAL STUDIES FOR NATIONAL CONSCIOUSNESS AND PATRIOTISM: A REAR-VIEW APPROACH

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### Abstract

*The entity, Nigeria is on daily basis gradually becoming a haven of terror, tears and all sorts of insecurity culminating in heated polity manifesting in mistrust, suspicions, envy, breakdown of law and order capable of promoting disintegrative tendencies. Hence, spirit of self-belonging, cooperation, participation, moral values, honesty, patriotism, national consciousness and other virtues are gradually eroding the nation. To salvage the country from turning apart which negates the motif of the founding fathers, education and carrier school subjects such as Social Studies charged with promoting values, cooperation, patriotism, national consciousness, skill, knowledge, interaction among others need be strengthened to ensure effective national unity. This is the thrust of this study. Qualitative design of bottom-top approach involving triangulation of instruments such as opinion poll, focus group discussion sessions were adopted for the study. Total enumeration sampling techniques was utilize in selecting 300 2017/2018 200 level Social Studies students from Emmanuel Alayande College of Education, Oyo, Oyo state while data collected were analyzed through quantitative and qualitative data analysis technique involving table, frequency counts, simple percentages; content analysis and coded description. Findings revealed existence of some fundamental issues affecting Nigerian nationhood and the labour of the heroes past; lots of challenges are responsible for the state of the Nigerian state right from her foundation; certain factors account for Nigeria's predicament in maintaining the labour of the past heroes for enduring unified nation; Social Studies as a school subject possess requisite capacity to revamp the efforts of the past heroes in ensuring a Nigerian nation. Social Studies stakeholders should fashion out modern techniques and global best practices that can promote spirit of patriotism and national consciousness in learners; problem-solving and inquiry acumen of the subject that reflects innovative teaching learning should be driven towards attaining more of affective domain in addition to other domains as well as nurturing of right type of attitudes and values requisite for effective citizenry.*

**Keywords:** Social Studies; National Consciousness; Patriotism

### Introduction

To say that the entity called Nigeria does not come spontaneously neither does her attainment of independence gotten on a platter of gold is but a truism. To say the least, the amalgamation of the then hitherto protectorates designated Northern and Southern protectorates which is usually described as a 'marriage of inconveniency' itself was not attained without conscious and concerted effort on the part of the colonial masters, though, to their own advantage such as ease of administration of the Niger area as well as some other ulterior motives, economy and resources galvanization inclusive.

It is an undisputable fact that the Nigerian state has come a long way and a product of the labour of many heroes in the past right from the pre-colonial, colonial and post-colonial era. For instance, Okunade (2014) while enunciating the seemingly erroneous notion especially among the nation's political leaders, that 1914 signifies Nigeria's birthday, he was of the view that though the 1914 amalgamation is significant, it is however erroneous to appropriate 1914 as the modern Nigeria's birthday.

Giving an eye opener to the journey of what obtains today as Nigerian state, a similar

contention was credited to Ajibade (2014) who averred thus:

*Prior is the advent of British colonial domination and rule, much of the parts now known as Nigeria were recognized to have come under British influence by other colonial powers at the 1884/85 Berlin Conference and British citizens as missionaries or traders therefore became more active in the areas which people did not know Britain as much as Britain knew them (p.5).*

Corroborating further, Bakare (2014) indicated that prior to the advent of colonialism centuries ago, various ethnic nationalities existed in separate and sovereign territories through migration splintering families, clans and villages with some translating to city states, Kingdoms and others, to empires however, they do interact to some extent through trade, wars, conquests annexations as well as intermarriages. Thus, to Bakare, amalgamation journey dated back to 1883 via merging of oil rivers protectorate and the surrounding territories that formed the Niger Coast Protectorate with amalgamation of the defeated Benin kingdom with Niger Coast Protectorate in 1897 which translated to Southern Protectorates while Lagos Colony and Southern Protectorate were merged in 1906 to become the colony and protectorate of Southern Nigeria which continued with the appointment of Lord Fredrick Lugard as forerunner to over the two protectorate and to work out the amalgamation of the protectorate which became a reality in 1914 (Okunade, 2014; Bakare, 2014; Fabiyi, 2104).

In an apparent reiteration of the Nigerian state as a product of the labour of the past heroes and heroines, Sir Abubakar Tafawa balewa, the first Nigerian premier in his independence broadcast has put up the following:

This is a wonderful day, and is all the more wonderful because we have awaited it with increasing impatience, compelled to watch one country after another overtaking us on the road when we have so nearly reached our goal. But

now we have acquired our rightful status, and feel sure that history will show that the buildings of our rightful nation proceeded at the fastest pace; it has been thorough, and Nigeria now stands well built upon firm foundation... it is with justifiable pride that we claim the achievement of our independence to be unparallel in the anal of history (New Nigerian, Sunday October 2, 2001. p.5).

No doubt, the foregoing is an expression of period of waiting, struggles, rigorous and herculean journey to freedom. The realization of the nation's independence is a function of the resolve on the part of the nationalists to fight tooth and nail in attaining independence and the Republic in 1963.

It is instructive to state that the struggled of the colonial and post-colonial period transcend the independence even to the nation's journey of self-governance. This perhaps include but not limited to the struggle for self-governance, indigenous constitution that is purely designed by the Nigerians for Nigerians, reconstruction of economy, works and services; struggle for maintaining one nation after the ill-fated first of its kind coup d'état of January 1966 and the resultant first of its kind Nigeria Civil War of 1967 to 1970 and the attendant reconstruction, reconciliation and re-building (the 3Rs) down to the institution of the 1<sup>st</sup> Republic in 1979. Mention need be made also of the efforts made in the education sector with a view to institute indigenous education, a product of 1968 and 1969 Curriculum Conferences that translated to the nation's first ever anchor for the nation's philosophy and objectives as well as the attendant National Policy on Education (NPE). This of course was a landmark in Nigerian education which out stead the teaching of Nigerian children outside their immediate environment characterized with rote learning.

Following the feat in the education sphere were the activities of groups, associations, professional bodies as well as school subjects. For instance, in evolving Social Studies as a distinct school subject, a number of activities and efforts were involved. Series of conferences where Africans, Nigeria inclusive were represented such as 167 Oxford

conference that served as forerunner of the 1968 Mombassa conference which resulted in the introduction of Social Studies in Africa through African Social Studies Programme (ASSP) evolved and the evolving Social Studies programme in Nigeria. The mustard seed sown in Ayetoro, Ogun state in 1963 and the attendant activities of various bodies, associations, groups and individuals such as Social Studies Association of Nigeria SOSAN, Comparative Education Study and Adaptation Centre (CESAC), the Amadu Bello University, Zaria, University of Ife now Obafemi Awolowo University, Ile-Ife, Social Studies teachers' Association, Social Studies Students Association (SOSSAN) are all part and parcel of the labour of our heroes past and present.

The foregoing milestone in the development of Nigerian state and subsequent efforts at ensuring a united Nigeria as a nation has being a mirage. This might not be unconnected with the turbulence characterizing the country in her journey to nationhood. Despite her diversity which as one of the jingles of NTA News 24, is repeatedly professed as source of the nations power 'our power is in our diversity, our culture, our pride' the nation keeps on enmeshed in plethora of disintegrative tendencies where parochial and ethnic loyalty is the order of the day with centripetal forces sacrificed on the altar of centrifugal forces. The corollary of which is but a labour loss, considering the efforts of the past and present in attaining a united nation. The effect of which is the unabated crises pervading the entire entity. This further buttressed the saying, united we stand, divided we fall.

The foregoing rather than enthroning unity of purpose amidst the nation's diversity, the cord of her unity is gradually being severed on daily basis. Reason for this cannot be far-fetched as both the leaders and followers sees themselves as being part of a particular segment of the nation first before seeing themselves as Nigerians. This in most cases, serve as deterrent to their allegiance to the nation at large. Since part of the motive of education is to find recourse to the problems of the society and by extension, nation, the place of education and the school subjects in this

regard cannot be over-emphasized. Little wonder, education according to the nation's bible of philosophy described it as instrument par excellence for attaining national objectives.

Olasehinde (2018) quoting Taiwo rightly identified the inculcation of the right type of values and attitudes for the survival of the individual and the society as one of the major national education objectives. All these are sine-qua-non of national unconsciousness and patriotism at large which are but the soil on which the unification of the diverse nations inhabiting Nigerian state can thrive. It is when such is attained that the hitherto labour expends on the nation will be fruitful and not in vain. However, this cannot come spontaneously, there is every need to hammer the more and perpetrate the spirit of oneness and the will to work for the unity of Nigeria in the citizens. This paper thus adopted a rear view approach to the imperativeness of teaching Social Studies for national consciousness and patriotism in Nigerian society to preserve the labour of our heroes past.

### **The Study**

Nigeria is gradually becoming a haven of terror, tears and insecurity on daily basis. Media is awashed of incidences that greatly disturbs the peace of mind as the whole country is turning to obesian state where killings, maiming, abduction, armed banditry, ritual killings, vandalization, heated arguments, insurgencies of all sorts culminating in heated polity has become the order of the day. Thus, mistrust, suspicions, envy, breakdown of law and order capable of promoting disintegrative tendencies are on the increase on daily basis. Spirit of self-belonging, cooperation, participation, moral values, honesty, patriotism, national consciousness and other virtues are gradually eroding the nation. To address the situation and to salvage the country from turning apart which negates the motif of the founding fathers, education and carrier school subjects such as Social Studies charged with promoting values, cooperation, patriotism, national consciousness, skill, knowledge, interaction among others need to be strengthened to ensure effective national unity.

This study therefore, through a rear-view approach examined the imperativeness of teaching Social Studies for national consciousness and patriotism in Nigeria. The study provides answers to fundamental issues relating to Nigerian nationhood and the labour of the heroes past such as:

- i. What are the indices of thwarted labour of the heroes past on Nigerian nation?
- ii. What factors account for Nigerian predicament in maintaining the labour of the past heroes for enduring unified nation?
- iii. To what extent can Social Studies as a school subject assist in revamping the efforts of the past heroes in ensuring a Nigerian nation?

### **Situational Analysis of Nigeria as a Nation**

Going back the memory lane, the entity, Nigeria does not predate the 1914 amalgamation of the two core protectorates carved out of the hitherto ethnic nationalists, colonies, kingdoms, empires designated Northern and Southern protectorates. Little wonder, the coinage of the country's name from 'Niger area' by Flora Shaw which translated to Nigeria. Corroborating this, Omoruyi (2002) affirmed that Flora Louise Shaw, the lady Lugard was a British journalist and writer who is credited with having coined the name 'Nigeria' in an essay that first appeared in *The Times* on 8 January, 1897. Her suggestion was in a bid to get a shorter term that can accommodate the "agglomeration of pagan and mahomedian states" to replace the official title of Royal Niger Company territories which she assumed was too long to be used for a real estate property under the trading company in that part of Africa (Helly & Callaway, 2004).

From all indications, Nigeria is a product of colonial ingenuity in boosting the colonial manipulations and economics gains without recourse to the workability and compatibility of the amalgamated distinct people with distinct background, lineage, language, history, culture, socio-economic activities, religion and ethnic affiliation. All these are but features of a

pluralistic society such as Nigerian state. As such, it has become herculean task, bringing together the entity as a nation.

Reiterating the foregoing, Arisi (2011) was of the view that Nigeria was shaped out in a mould cast by colonial conquest as against indigenous historical and traditional factors. He went further to state that there exist customary relationship of rivalry and hostility among the various ethnic tribes weaved together as a country. The resultant effect of such act is the seemingly unending tribal wars and ethnic cleavages which tend to debase the efforts of the founding fathers. Thus, successive governments have been struggling with bringing the diverse nations together.

Reasons for the nation's dilemma cannot be far-fetched, act of patriotism and national consciousness have been sacrificed on the altar of ulterior motives of both leaders and followers which continue to trigger disintegrative tendencies associated with unending challenges at large. Dissecting reason behind nation building difficulty in such a plural nation like Nigeria, Adigun (2019) identified among others, scourge of tribalism, lack of strong patriotic and clear headed leadership, divisive tendency rooted in colonial masters divided and rule strategy; absence of core national values and ideology; regional and ethnic values, selfishness and unpatriotic attitude among leaders and followers; religious bigotry. The submission here is in tandem with President Obama's analogy of the battered system in most African countries when he averred, 'that no country will create wealth when leaders exploit the nation's economy for self-enrichment, where police will easily be bought off by drug traffickers; where rule of law gives way to the rule of brutality and bribery' (*The Nation*, Sunday, July 12, 2009).

In his own view, Arisi (2011) adduced that no single day passed by without Nigerians yearning for unity and integration of the country considering the pitiable level of ethnic cleavages as well as suspicion of one another. Recounting the challenges that engulfed the Nigerian state, Obasanjo (2012) stated that twelve months before his swearing in as the democratically elected President of the Federal

Republic of Nigeria, it was impossible to predict by anyone the series of stunning events that made it possible for democratic elections to be held at different levels. This might not be unconnected with the assertion of the United Nations Children's fund (UNICEF) cited in Ubong (2013) that Nigeria is fragile nation owing to insecurity, crises and poor governance.

Reiterating problems confronting the oneness of the country, some challenges such as resources control agitations; fiscal federalism; national questions; increasing ethnic militias representing different ethnic nationalities among others have been identified as core of challenges affecting the oneness of the nation (Oladiti, 2016; Akwara, Udaw & Ominawo, 2013). Further challenges as canvassed as affecting the nation by Ekpo (2013) include the 68 percent poverty incidence, 24 percent unemployment rate; huge infrastructural deficit; delibetating school system across levels coupled with medical issue challenges. Corruption index has also being on the increase with its multiplier effects. For instance, it has been established that tertiary institutions that is expected to serve as agent of purity and mind-sharpening of the present generation and the generations yet unborn in becoming useful instrument of societal improvement have deteriorated and now constitute haven of training ground for corrupt practices (Osalusi & Oparinde, 2018; Noko, 2016).

Reiterating the ineptitudeness of the present democratic formation and lack of self-will, national consciousness and patriotism across the ranks and files of the nation, Campbell (2019) advanced that the two prominent parties in the country are not democratic in spirit but only interested in contesting for posts without recourse to policy promotion. Thus, plethora of challenges such as security breakdowns, insurgencies, land conflicts, ethnicity and religious holocausts, ran cours over oil revenue, incessant herdsmen palaver, unabated kidnapping, and armed banditry among others have become the order of the day (Oladiti & Olaoye, 2019). All these are but indices of thwarted efforts of enthroning a Nigerian nation.

### **Factors Influencing Continuous Search for Nationhood in Nigeria**

It is no gainsay the fact that unity is an elusive substance in Nigeria owing to a number of factors right from its background through various stages of her evolvment as a nation state. It is never an exaggeration that the wobble foundation upon which the nation state was built on keep on hunting her nation building process at large. Attesting to this, Ajiboye (2011) adduced that at birth, Nigeria was imbued with certain structural imbalances.

Recounting the aftermath of Nigeria's independence political turmoil, Olukaju (2014) identified some counterfactuals thus:

if Awolowo was still in the Premier of the Western Region after 1959, there would have been no Akintola premiership and schism in the party; the tripod structure of the federation would have been assured; the possibility of no treasonable felony trial, Awolowo's incarceration, no rigging of election in the West and the creation of the Mid-Western region without the counterpart regions in the minority areas of Eastern and Northern regions ... likelihood of bloody coup d'état, pogrom and civil war would have been averted other things being equal (p.5).

Similar view was credited to Abimbola (2014) that Nigeria's leadership crisis started from the very beginning at independence with leadership that was too fixated with crushing Awo's Action Group (AG) and its developmental strides. This is but the debut of politics of bitterness with attendance disintegrative tendencies.

Consequently, from the very foundation, the Nigerian nation state have been a washed with ethnic cleavages; parochial loyalty; politics of bitterness; lack of patriotism; squandered resources; unemployment; corruption; power tussle; government policies that boosts internal breakdown; external factors; all of which are but more of centrifugal than centripetal. Corroborating this stance, Arisi (2011) enlisted other features of colonial rules that affected the promotion of national consciousness of the Nigerian nation state to include separate government structures for the Northern and the Southern provinces; effect of

indirect rule and perpetuation of traditional tribal cultures.

Among others, eroded national values especially among the present generation are the corollary of the involvement of youths in various kind of crimes as well as unabated anti-social behaviours in the society. This, in many cases does preclude the unification efforts of the country. Also, the ineptitudeness of both the leaders and followers has been identified as responsible for the state of Nigerian nation state. It has been pointed out that lack of accountability and massive corruption coupled with impunity constitute systematic destruction of institutions in Nigeria while some citizens are in the habit of writing history books that favours one ethnic group at the expense of the other ethnic nationalities. Thus, the continuous struggle for power, armed conflict, ethnic crisis, religions imbroglio and other national questions have been fingered as fanning the ember of disunity of the Nigerian nation state (Oladiti, 2016; Olukoju, 2014; Abdullahi, 2006). Similar view had been expressed by Iyamu and Otete (2005) that the Nigerian state is besieged by an array of political, economic and social problems manifesting in ethnic crisis, political imbroglio, immoral conduct, corruption, to mention few. Ajiboye (2011) also affirmed that the challenge of the nation's pre and post independence era have resulted in a state of confusion in all spheres.

The foregoing perhaps informed the contention of Oladiti (2015) that arising from the pluralistic nature of Nigerian state and the attendance characteristics; it is not uncommon for the nation to be besieged by unending challenges in attaining nationhood. Buttressing this stance was the historical cum socio-cultural analysis of the country culminating in nationhood challenges by Dr.Uwe Seibert of the Department of Languages and Linguistic of the University of Jos, Plateau state, Nigeria that Nigeria parades 646 different languages that cut across 370 tribes. Little wonder, Olanrewaju (2015) described Nigeria as the most populous country in Africa and one of the best resources endowed countries in the world. Such features might not be unconnected with the submission of Oladiti (2018) that the

possibility of people with so diverse characteristics as witness in Nigeria's nation state to experience peaceful co-existence as a single polity cannot but call for a number of national questions that requires answer.

Concerned by the state of Nigerian nation state, Adediran (2015) asserts that Nigeria is currently at a cross road with the existence of widespread inter-religions conflicts, inter and intra-ethnic violence such as the Niger Delta crisis, socio cultural and religious riots in the North, call for confederacy and secession, suspicion and distrust among the various ethnic groups, the spate of armed banditry, abduction, serial killings and other security threat being witness in the post 2019 general elections is an attestation to the foregoing which is inimical for the sovereignty of Nigerian state.

### **Social Studies and Promotion of an Enduring Nigerian Nation**

As earlier indicated, the place of education in national development, nation building inclusive cannot be over emphasized. Similarly, education has been described as a process of transmitting culture. Hence, Harma and Albert (2016) sees it as a social process designed to induct the rising generating into membership of their society. As such, as an organized and sustained communication purposely designed to bring about learning (Nwogu, 2013) requires carrier school subject such as Social Studies in achieving its national aims, goals and objectives. A juxtaposition of Social Studies' objectives and that of educational objectives greatly attested to this. Confirming this stance, Ajibade (2019) averred that the lofty objectives of education are being carried out by a number of school subjects at different levels of education such as Social Studies which is a core subject in the 9-years basic education programme in Nigeria.

Attesting to the productivity of Social Studies in efforts towards oneness of the nation, the Nigerian Education Research and Development Council (NERDC, 2008) asserts that Social Studies at the upper basic level do promotes the spirit of cooperation and patriotism in the students. It has also been canvassed that since its debut in Nigeria in

1963 as an integrated subject its foremost objectives has being the promotion of effective citizenship and other values that promotes national consciousness and personal development. All these are germane to the evolvement of Nigeria as a nation as against nation state.

By implications, the place of national consciousness and national unity coupled with patriotism cannot be over-emphasized in Nigeria's stride to nationhood. Reiterating the need for patriotic citizens with national consciousness, Adigun (2019) identified some clog in the wheel of Nigerian nationhood to include among others, tribal sentiments, lack of strong patriotic and clear-headed leadership, selfishness and unpatriotic attitudes among leaders and people culminating in corruption, nepotism, mediocrity, indiscretion, statism, religious bigotry, impurity, general breakdown of traditional values and morals in national life. This might not be unconnected with the submission of professor Wande Abimbola, former vice chancellor of Obafemi Awolowo University, Ile-Ife when he enlisted the fundamentals of a well-bred individual as: spoken words; respect; humility; think good about others; truth; character; bravery; hardworking; intelligence. These of course, are major preoccupation of Social Studies as a school subject.

Confirming the foregoing, scholars have identified the primary purpose of Social Studies as that of assisting young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an independent world (Ajiboye, Adu & Amosun, 2005). The transformative role of learners from mere individual beings into social beings through presentation of holistic approach of integrating acceptable social norms, values, attitudes and skills in learners have also been identified (Ogunsanya, Ajiboye & Olubela, 2010). All these are in tandem with the two major national objectives of education identified by Olashinde-Williams (2018) quoting Taiwo in terms of inculcation of the right type of values and attitudes for the survival of the individual and the society; the acquisition of the right type of skills, abilities

and competencies, both mental and physical as equipment for the individual to live in his society. These of course, are requisite for national consciousness and patriotism on the part of the citizens.

Making case for right kind of values among citizens, it was the contention of Adetoro and Omiyefa (2010) that Social Studies classrooms constitute a veritable avenue for teachers and students to rub minds together to re-examine ungrounded beliefs and values and thereby find ways of changing them. Such efforts might include paving way for development of patriotic act and national consciousness in learners which Omoruyi (2010) identified as eluding the country. To him, a reflection of unpatriotic and lack of national consciousness has its roots in the many unjust activities associated with the idea of Nigeria as conceived by the British officials; the way British ran Nigeria and eventually handed over to the preferred group at independence; the way the government of the day is running the affairs of Nigeria since 1999 (p. 3). The onus therefore lies in Social Studies as a correctives and problem- solving subject to find recourse to the issue to engender effective nationhood. Mesiobi (2011) attested to this by stating that Social Studies is a reformatory academic knowledge designed to change citizens to become better people.

Writing in the same vein, Abul-Raheem (2018) attested to the fact that Social Studies endeared human being with all-round development as it encourages moral traits, values of responsibility, hard work, humility, dedication to duties, patriotism, selflessness, discipline, integrity, dignity, social justice, self-reliance, religious tolerance, patience, perseverance, peaceful co-existences, respect for elders, and other peoples' opinion and constituted authority (p. 19). Similarly, it was the contention of Oladiti and Wahab (2013) that Social Studies parade certain objectives that are in cooperated in Civic Education such as respect for the worth and dignity of each person, civility, integrity, self-discipline, tolerance, compassion and patriotism.

Similarly, studies have identified the uniqueness of Social Studies for promotion of national consciousness and patriotism germane

for upholding the oneness of the entity which is but a sine-qua-non for preserving the labour of the heroes past. For instance, among others, development of positive attitudes of togetherness, comradeship and cooperation essential for national unity; teaching of values, morals, and good attitude to youths, inculcation of societal values such as patriotism, obedience, discipline, loyalty, respect and self-confidence have been enlisted as virtues emanating from the teaching of Social Studies (Adediran & Olugbuyi, 2013; Okwilage, 2013; Oba-Akpowoghaha & Ogunmilade, 2013).

In like manner, Social Studies has been described by Okunloye (2019) as a veritable tool that can be used in building the nation arising from its integrative nature and the only school subject devoted to the study of human for the purpose of citizenship and societal study. Social Studies is also noted for its efforts at promoting citizenship ideas, norms and values essential for national development. To this, Abdul-Raheem (2018) enumerated inculcation of healthy social attitudes in learners such as self-discipline, patriotism, kindness, courage, appreciation, endurance, open-mindedness, obedience, perseverance, sympathy, industry and selflessness, among others as part of the objectives of Social Studies. The foregoing and many other uniqueness of the subject put it in the pedestals of inculcation of the spirit of national consciousness and patriotism in the citizens. This goes a long way in maintaining oneness of the nation, thereby preserving the labour of the past and present heroes.

### **Methodology**

The study takes a rear-view approach to the imperativeness of teaching Social Studies for the promotion of national consciousness and patriotism in Nigeria. Thus, qualitative design of bottom-top approach involving triangulation of instruments such as opinion poll, focus group discussion sessions as well as key informant instrument was adopted for the study. Total enumeration sampling techniques was utilize in selecting all 2017/2018 200 level students totaling 300 in number who have been exposed to SOS111- Foundations of Social Studies; SOS 122-Nigeria as a Nation; and SOS 222-Citizenship Education as contained in the National Commission for Colleges of Education (NCCE) minimum standard. The courses contain issues on foundations Social Studies, Nigerian nationhood and effective citizenry. Data collected for the study were analyzed through quantitative and qualitative data analysis technique, hence, table, frequency counts, simple percentages; content analysis and coded description were employed.

### **Results and Discussion**

This aspect of the study present result and discussion of results obtained from data analysis based on the research questions generated for study. Participants' demographic data were analyzed quantitatively while content analyses and coded description were employed in answering research questions. Thus, excerpts from the various focus group discussions sessions and panel discussion were utilized.

**Table1**  
**Participants' Demographic Data**

<b>Combinations</b>	<b>Frequency</b>	<b>Percentage</b>
POL/SOS	22	7.33%
ECO/SOS	35	10.67%
YOR/SOS	108	36.00%
FRE/SOS	14	4.67%
ISS/SOS	19	6.33%
ENG/SOS	66	22.00%
CRS/SOS	21	7.00%
HIS/SOS	02	0.67%
GEO/SOS	03	1.00%
MNS/SOS	10	3.33%
<b>Total</b>	<b>300</b>	<b>100%</b>
<b>Gender</b>		
Male	107	35.67
Female	193	64.33
<b>Total</b>	<b>300</b>	<b>100%</b>
<b>Age Range</b>		
19-20	77	25.67%
21-23	156	52.00%
24 and above	67	22.33%
<b>Total</b>	<b>300</b>	<b>100%</b>

Source: Authors Fieldwork, 2019

Table 1 revealed that participants cut in cross 10 different combination from the School of Arts and Social Sciences and School of Languages. The Yoruba/Social Studies, English/ Social Studies, Economics/ Social Studies has the highest number of participants 108(36.00%), 66(22.00%), 35(10.67%) respectively followed by Political Science/ Social Studies (22,7.33%) and Christian Religious Studies/Social Studies (21,7.00%). Female participants out-numbered their male counterparts (193, 64.33% and 107, 35.67%). Furthermore, participants' age ranged from 18 to 24 and above with those within the age range of 21-23 having the highest number followed by those within 18-20 (156,52.00%, 77,25.67%) while those within with age 24 and above has the least number (67,22.33%). By implications, the participants fall within active segment of the entire population whose contributions to national consciousness and patriotism goes a long way in determining the course of the Nigeria nationhood.

With respect, to the indices of thwarted labour of the heroes past in Nigeria's nation state, content analyses from the focus group discussion sessions and panel discussions indicated a number of challenges right from the pre-colonial eras bedeviled Nigeria nation state such as a colonial ingenuity in boosting colonial manipulations and economic gains; existence of customary relationship of rivalry and hostility among the various ethnic tribes weaved together as a polity; existence of tribalism; lack of patriotic and clear-headed leadership; divisive tendency rooted in colonial master's divide and rule strategy; fragility of the nation owing to insecurity, crises and poor governance; state of the nation's tertiary institutions constituting haven of training ground for corrupt practices; prevalent security breakdown; insurgences; conflict; ethnicity and religious holocaust; unabated kidnapping; armed banditry; to mention few. Various studies (Arise, 2011; Adigun, 2019, Ubong, 2013; Osalusi & Oparinde, 2018; Noko, 2016; Oladiti & Olaoye, 2019) corroborated the

findings here with regards to the prevalent of activities undermining the labour of the heroes past and present in building Nigeria nation.

On the issue of factors responsible for Nigeria's predicament in maintaining the labour of the past heroes towards ensuring an enduring unified nation, coded description of participants' view revealed that a number of factors are responsible for the state of the nation. For instance, foundational deformity imbued in the wobbled arrangement handled down by the erstwhile colonial masters is still hunting the entity. Structural imbalances characterized the nation's birth coupled with some counterfactuals manifesting in ethnic cleavages, parochial loyalty, lack of patriotism, systematic destruction of institutions, ineptitudeness of leaders and followers, struggle for power, ethnic crises, existence of interreligious riots, serial killings, mentioned few. All these are but clog in the wheel of driving the Nigerian nationhood. Similar views have been expressed by scholars in some previous works (Ajiboye, 2011; Olukaju, 2014; Abimbola, 2014; Abdulliah, 2006, Oladiti, 2016; Oladiti, 2018; Adediran, 2015).

To the issues of the proclivity of Social Studies as a school subject in revamping the labour of the heroes past in ensuring a Nigerian nation, content analyses and coded description of participants' views shows how the teaching of Social Studies could boost national consciousness and patriotism which are basic and fundamental ingredient of nation building. In the first instance, Social Studies as a school subject going by its objectives and other uniqueness stands out in its complimentary efforts at achieving the national objectives. The subject was fingered as basic to promotion of the spirit of cooperation and patriotism in learners; promotion of effect citizenship as well as value inherent in promotion of national consciousness and personal development; promotion of the fundamentals of a well-bred individuals; it is charged with transforming learners from a mere individual beings into social beings through holistic approach in integrating acceptable social norms, values, attitude and skills in learners; developed patriotic act and national consciousness in

learners; it is a subject that endeared human beings with all round development; among others. The findings here have been buttressed by previous studies such as the Nigerian Education Research and Development Council (NERDC, 2008); Nwogu (2013); Harma and Albert (2016); Ajibade (2019) who canvassed the uniqueness of Social Studies as a school subject in promoting national values, national consciousness, patriotism, spirit of comradeship, tolerance, cooperation, values and other virtues germane for an enduring nation.

### **Concluding Remarks**

This study through a rear-view approach has brought into limelight the imperativeness of teaching of Social Studies for national consciousness and patriotism. Reasons for this cannot be far-fetched, the conscious effort of the heroes past at ensuring an enduring nation coupled with successive governments' frantic efforts at building united nation rather than solving the problems have been aggravating the seemingly dichotomy among the various ethnic cleavages constituting Nigerian's state. The level of suspicions, parochial loyalty and centrifugal and disintegrative tendencies tends to widen daily, culminating in various challenges of national building and all sort of security threats. Hence, call from different segments of the nation for restructuring, sovereign national conference and heaps of unending national questions has become the order of the day.

Since education reflects the education and aspirations of the society, it remains the fulcrum of uniting the various nations and tribes together through educational programmes achievable through career school subjects. Social Studies by its integrated nature and uniqueness have been found worthwhile in this respect. Hence, it behooves on stakeholders on the subject to fashion out modern techniques and global best practices in promoting in learners, spirit of patriotism and national consciousness.

As such, the problem-solving and inquiry acumen of the subject that reflects innovative teaching learning should be driven towards

attaining more of affective domain in addition to other domains as well as nurturing of right type of attitudes and values requisite for effective citizenry. More of learners centered approach that incorporate learners in the teaching learning process need be adopted in finding recourse to various challenges facing nation building in Nigeria for the purposes of perpetuating the labour of the heroes past and present in ensuring an enduring nationhood.

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