
SOCIAL STUDIES AS PANACEA TO INSECURITY IN NIGERIA

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Abstract

The increase in the number of cases of insecurity in Nigeria no doubt makes the constant search for new and effective methods a priority. Consequently, this paper explored the teaching of Social Studies as panacea to insecurity in Nigeria. Four research questions, and one hypothesis were answered and tested respectively in this study. Multistage sampling procedures, and simple random sampling technique were used for the selection of participants in this study. Descriptive survey design was adopted in this study. The sample size for the study was one hundred and eighty-nine (189) Social Studies teachers who were randomly selected from sixty-five (65) Junior Secondary Schools in Lagos State using Taro Yemane sample size determination formular. The instrument used for collection of data from the participants was questionnaire. The data obtained were analysed using frequency counts, percentage, and Chi-square statistical tool at 0.05 level of significance. The results revealed that the causes of insecurity in Nigeria include unemployment, poverty, illiteracy, poor leadership, religious conflict, and ethnic group conflict; and the teaching of Social Studies can be used to reduce insecurity in Nigeria. It was therefore recommended among others that SOSAN should come up

with a communique that will reposition Social Studies as a subject which can be used to restore lost cherished-values among the youth such as integrity, dignity of labour, unity, mutual respects, and good morals; and National Orientation Agency should provide appropriate information, public enlightenment and education on the danger of insecurity and the need for peaceful coexistence in Nigeria.

Keywords: *Insecurity, Moral decadence, National development, Skills, Social Studies, Values*

Introduction

Education is recognised as an effective tool for meaningful development in any society. It provides the opportunity for the development of individual into sound and active citizen for social advancement. Education has cultural context. In line with this view, Edinyang et al., (2020) argued that if children are well trained in the societal values and norms, it will bring about future development in a society. This implies that education is a vital instrument which can be used for the training of children and youths in societal norms and values for unity and peaceful coexistence in Nigeria.

Security is ideally a part of human existence and sustenance has been recklessly and ruthlessly neglected owing to religious, cultural and political misconceptions (Ndubuisi-Okolo, & Anigbuogu, 2019). According to Beland (2005), insecurity is the state of fear arising from a concrete or alleged lack of protection. It is a real threat to human existence and national development. Nigeria has continue to witness an unprecedented incidences of insecurity ranging from the farmers/herders conflict, activities of Boko haram insurgencies, armed robber attacks, kidnapping, murder, child abduction/ trafficking and political/religious crisis (Ndubuisi-Okolo, & Anigbuogu, 2019).

The issue of insecurity is due to loss of moral values by the youth and other people involved in the acts. This is an evidence that the objectives of teaching Social Studies in schools have not

been fully realized as the rate of insecurity in Nigeria has been on the increase and most of the crimes are committed by younger citizens. Also, the current high rate of insecurity in Nigeria is an indication that the young citizens are not being properly cultured and socialised. For example many of our daily newspapers report on daily bases, incidence of vices and crimes such as kidnapping (such as that of the Abuja-Kaduna railway attack), armed robbery, attack on worshippers (such as that of Catholic church in Owo, Ondo State), and farmers/herders conflicts experiencing in Borno State and some parts of Oyo and Osun states. Thus, the teaching of Social Studies in Nigerian schools has failed to achieve its objectives in the country. This may be why Osakwe (2012) suggested that the Nigerian Social Studies curriculum should be restructured and reconceptualised to make the subject more relevant to current events, challenges, and development.

Increase in the level of insecurity in Nigeria has negatives consequences on the growth and development of individuals and the country. Loss of moral values and poor value system has been attributed to the rate of insecurity in Nigeria. The moral training of children who are leaders of tomorrow are neglected due to civilization, poor parenting, and lack of concern by other members of the society. In the olden days, children were trained moral values by parents, relatives and other members of their communities.

Nowadays, the issue of moral training has been left in the hands of religious leaders and teachers as most parents have failed in their duties on inculcating morals and transmission of good values to the younger generation. This has prompted many children to disrespect adults (including their parents) and to engage in immoral and precarious activities such as, kidnapping, bullying, armed robbery, gambling and hooliganism. Also, the Nigerian curriculum laid more emphasis on cognitive domain than on other aspects such as affective domain which has consequences on moral values among the students in the country. All these have negative effects on students' attitudes towards others, knowledge on peaceful coexistence, cultural value acquisition, and social skills. Hence, the increase in the rate of insecurity and crimes in

Nigeria. In recent times in Nigeria, numerous social vices have erupted and threatened social security, social life and national development in Nigeria. This very phenomenon has posed a lot of worries and questions on the part of stakeholders and policy makers. In the face of all these social ills, one wonders whether the teaching of Social Studies has any impact on inculcation of values for reducing insecurity in Nigeria as most of the perpetrators are youths. However, there is scarcity of studies on how Social Studies can be used to reduce or eradicate the problem of insecurity in the country. Therefore, the major focus of this study was to examine Social Studies as panacea to insecurity in Nigeria

Objectives of the Study

This study ultimately examined Social Studies as panacea to insecurity in Nigeria. The specific objectives were to:

- i. examine the major causes of insecurity in Nigeria;
- ii. examine the effect of insecurity on Nigeria;
- iii. determine how teaching of Social Studies can be used to reduce insecurity in Nigeria; and
- iv. ascertain the remedies to insecurity in Nigeria from socio-economic perspectives.

Research Questions

The following questions were answered in this study:

- i. What are the major causes of insecurity in Nigeria?
- ii. What are the effect of insecurity on Nigeria?
- iii. How can the teaching of Social Studies be used to reduce insecurity in Nigeria?
- iv. What are the remedies to insecurity in Nigeria from socio-economic perspectives?

Hypotheses

One main hypothesis is formulated to guide this study:

- H₀:** Teaching of Social Studies has no significant influence on reduction of insecurity in Nigeria.

Methods

The study adopted descriptive survey research design. The sample size for this study was one hundred and eighty-nine (189) Social Studies teachers in Lagos State. Specifically, one hundred and eighty-nine (189) teachers, out of the three hundred and fifty-eight (358) Social Studies teachers in the sampled education districts were selected using Taro Yemane sample size determination formular (101 Social Studies teachers out of 191 in Education District I and 88 Social Studies teachers out of 167 in Education District VI).

The study employed multi-staged sampling procedures and simple random sampling techniques. At the first stage, the names of the six Education Districts in Lagos State were written in pieces of paper and put in a box. The box was shaken two times until two Education Districts were selected. The two education districts were Education District I and Education District VI. At the second stage, a simple random sampling technique was used to select two Local Government Areas in each of the two education districts chosen for the study. This is because Education Districts I & VI comprised the same number of educational Zones/local government areas. The names of the Local Government Areas in Education District I were written in pieces of paper and put in a box. The box was shaken two times until two Local Government Areas (LGAs) were selected. The same procedure was repeated in Education District VI. This put the number of LGAs selected in this study at four (4). The four Local Government areas were Alimosho, Ifako-Ijaiye, Oshodi-Isolo and Ikeja. At the third stage, a simple random sampling technique was used to select junior secondary schools (JSS) in each of the four local government areas selected for the study. However, the number of JSS selected from each of the chosen LGAs was based on the number of JSS in each of the LGAs (See Table 1 for details). The names of the JSS in each of the LGAs selected were written in pieces of paper and shuffled until the required number of JSS were selected. The same procedure was used in all the four LGAs selected in this study. This put the number of the JSS randomly selected in this study at sixty-

five (65) [Education District I- 34 JSS and Education District VI - 31 JSS]. At the fourth stage, proportional technique was used to select the Social Studies teachers sampled in each of the chosen junior secondary schools in this study. The teachers sampled were selected based on the number of Social Studies teachers found in each of the schools (See Table 1). Hence, the sample size for this study was 189 participants.

Analysis of the composition of the sample size selected is presented in the Table 1.

Table 1: Composition of Sample Size Selected

S/N	Education District	Local Government Areas selected	No of JSS in each LGAs	No of JSS selected in each of the LGAs	No of Social Studies Teachers in the selected JSS	No of Social Studies Teachers selected
1	I	Ifako-Ijaiye	11	$11/45 * 34 = 8.3 = 8$	26	$26/112 * 101 = 23$
		Alimosho	34	$34/45 * 34 = 25.7 = 26$	86	$86/112 * 101 = 78$
		Sub-Total	45	34	112	101
2	VI	Ikeja	13	$13/38 * 31 = 10.6 = 11$	31	$31/96 * 88 = 28$
		Oshodi-Isolo	25	$25/38 * 31 = 20.4 = 20$	65	$65/96 * 88 = 60$
		Sub-Total	38	31	96	88
Grand Total			83	65	208	189

A self-designed questionnaire titled “Social Studies and Insecurity Questionnaire (SOSIQ)” was used to elicit information from the participants. The questionnaire was in two sections ‘A’ and ‘B’. Section A comprised items which sought personal information about the participants such as gender, marital status, and educational qualification; while section B comprised twenty (20) items drawn from the research questions raised in the study. The instrument was a four-likert structured questionnaire which consisted of Strongly Agreed, Agreed, Disagreed and Strongly Disagreed of which participants ticked the one that best suit their opinion on each item. The reliability of the instrument (questionnaire) was carried out using Cronbach Alpha method at 0.05 levels of significance; and the reliability coefficient of 0.875 was obtained. Descriptive statistics such as frequency counts and percentage were used to answer the research questions; while the

research hypothesis formulated to guide this study was tested using Chi-square at 0.05 level of significance.

Results

Research Question 1: What are the major causes of insecurity in Nigeria?

Table 2: Major Causes of Insecurity in Nigeria

S/ N	Items	SA	A	D	SD	Total
1	Unemployment causes of insecurity in Nigeria	41 21.7%	132 69.8%	10 5.3%	6 3.2%	189 100%
2	Insecurity is caused by high level of corruption in Nigeria	40 21.1%	135 66.1%	20 10.6%	4 2.1%	189 100%
3	Insecurity is caused by high level of illiteracy in Nigeria	62 32.8%	67 35.4%	60 21.7%	0 0.0%	189 100%
4	Poor leadership is one of the causes of insecurity in Nigeria	60 31.7%	100 52.9%	29 15.3%	0 0.0%	189 100%
5	Religious conflict is a major source of insecurity in Nigeria.	66 34.9%	100 52.9%	13 6.9%	10 5.3%	189 100%
	Grand Total	269 28.5%	524 55.4%	132 14.0 %	20 2.1%	945 100%

Source: Field Survey 2022

From Table 2, analysis of items 1 to 5 showed that 28.5% of the participants strongly agreed that the major causes of insecurity in Nigeria include unemployment, poverty, high level of corruption, illiteracy, poor leadership, and religious conflict; 55.4% agreed, 14% disagreed, while 2.1% strongly disagreed.

Research Question 2: What are the effect of insecurity on Nigeria?

Table 3: Effects of Insecurity on Nigeria

S/N	Items	SA	A	D	SD	Total
6	Insecurity leads to loss of lives and properties.	127 67.2%	62 32.8%	0 0.0%	0 0.0%	189 100%
7	Broken homes is one of the effect of insecurity.	55 29.1%	80 42.3%	50 26.5%	4 2.1%	189 100%
8	Insecurity under develops our economy,	80 42.3%	85 45.0%	20 10.6%	4 2.1%	189 100%
9	Insecurity leads to hunger in the society.	90 47.6%	85 45.0%	10 5.3%	4 2.1%	189 100%
10	Insecurity renders people homeless.	88 46.6%	95 50.3%	6 3.2%	0 0.0%	189 100%
Grand Total		440 46.6%	407 43.1%	86 9.1%	12 1.3%	945 100%

Source: Field Survey 2022

From Table 3, analysis of items 6-10 showed that 46.6% of the participants strongly agreed that the effect of insecurity on Nigeria include loss of lives and properties, broken homes, underdevelopment of the economy, hunger and homelessness; 43.1% agreed, 9.1% disagreed while 1.3% strongly disagreed.

Research Question 3: How can the teaching of Social Studies be used to reduce insecurity in Nigeria?

Table 4: Teaching of Social Studies and reduction of insecurity in Nigeria

S/N	Items	SA	A	D	SD	Total
11	Teaching of cultural values in Social Studies has tendency to reduce the level of insecurity in Nigeria.	62 32.8%	127 67.2%	0 0.0%	0 0.0%	189 100%
12	Social Studies can be used to teach values that will promote national unity.	89 47.1%	100 52.9%	0 0.0%	0 0.0%	189 100%
13	Knowledge of the need for peace coexistence among all citizens can be learnt through Social Studies.	109 57.7%	80 42.3%	0 0.0%	0 0.0%	189 100%
14	Skills that can reduce poverty as one of the causes of insecurity can be learnt through Social Studies	89 47.1%	85 45.0%	10 5.3%	5 2.6%	189 100%
15	Attitudinal change against corruption can be achieved through teaching of Social Studies.	66 34.9%	117 61.9%	4 2.1%	2 1.1%	189 100.0%
Grand Total		415 43.9%	509 53.9%	14 1.5%	7 0.7%	945 100%

Source: Field Survey 2022

From Table 4, analysis of items 11-15 showed that 43.9% of the participants strongly agreed that the teaching of Social Studies can be used to reduce insecurity in Nigeria; 53.9% agreed, 1.5% disagreed, while 0.7% strongly disagreed. This implies that the teaching of Social Studies can be used to reduce insecurity in Nigeria.

Research Question 4: What are the remedies to insecurity in Nigeria from socio-economic perspectives?

Table 5: Remedies to insecurity in Nigeria from Socio-economic Perspectives

S/N	Items	SA	A	D	SD	Total
16	Provision of employment to qualified youth will reduce the level of insecurity in Nigeria.	100 52.9%	89 47.1%	0 0.0%	0 0.0%	189 100%
17	Eradication of poverty will reduce insecurity in Nigeria.	112 64.6%	77 35.4%	0 0.0%	0 0.0%	189 100%
18	Emphasis on teaching of cultural values will eradicate insecurity in Nigeria.	104 55.0%	85 45.0%	0 0.0%	0 0.0%	189 100%
19	Public enlightenment campaign on the need for peace and unity among the citizens will reduce insecurity in Nigeria.	95 50.3%	94 49.7%	0 0.0%	0 0.0%	189 100%
20	Eradication of corruption will reduce insecurity in Nigeria.	89 47.1%	90 47.6%	10 5.3%	0 0.0%	189 100%
Grand Total		500 52.9%	435 46.0%	10 1.1%	0 0.0%	945 100%

Source: Field Survey 2022

From Table 5, analysis of items 16-20 showed that 52.9% of the participants strongly agreed that the remedies to insecurity in Nigeria from socio-economic perspectives include provision of employment to qualified youth, eradication of poverty, emphasis on teaching of cultural values, public enlightenment campaign on the need for peace and unity among the citizens, and eradication of corruption; 46.0% agreed, while 1.1% disagreed

Hypothesis 1: Teaching of Social Studies has no significant influence on reduction of insecurity in Nigeria.

Table 6: Influence of Teaching of Social Studies on reduction of insecurity in Nigeria

Variables	Mean	SD	N	df	X ² Cal	X ² Critical	Remarks
Teaching of Social Studies	3.31	2.11	189	3	49.392**	7.815	Ho Rejected
Reduction of insecurity	2.98	1.52					

** Significant, P < 0.05

Table 6 shows that the calculated value of “X²” (49.392) is greater than the critical value of “X²” (7.815) at 0.05 level of significance with degree of freedom 3. Based on this result, the null hypothesis which states that “Teaching of Social Studies has no significant influence on reduction of insecurity in Nigeria” was rejected. Thus, teaching of Social Studies has significant influence on reduction of insecurity in Nigeria.

Discussions

The findings of this paper revealed that the major causes of insecurity in Nigeria include unemployment, poverty, corruption, illiteracy, poor leadership, and religious conflict. This finding is in consistent with that of Udoh (2015) who reported that religious differences, unemployment, ethnic tensions, and numerous social and political grievances are all contributing to violence and insecurity in the country. Also, this study revealed that the effect of insecurity in Nigeria include loss of lives and properties, broken homes, underdevelopment of the economy, hunger and homelessness. In line with the finding of this paper, Udoh (2015) reported that insecurity have resulted in deaths and psychological trauma for individuals and families in Nigeria.

This paper found that the teaching of Social Studies can be used to reduce insecurity in Nigeria. This means that the teaching of Social Studies has significant influence on reduction of insecurity in Nigeria. Corroborating the findings of this study, Alberta (2000) asserted that Social Studies is an accepted school subject which can help students to acquire the basic knowledge,

skills and positive attitudes required to be responsible citizens and contributing members of society. Supporting this view, Opoh et al., (2014) argued that the corruption free, humane, moral and integrated society which Nigeria is yearning for cannot be achieved without a sound foundation as well as instructions in Social Studies. Also, it was gathered in this study that the remedies to insecurity in Nigeria from social perspectives include provision of employment to qualified youth, eradication of poverty, emphasis on teaching of cultural values, public enlightenment campaign on the need for peace and unity among the citizens, and eradication of corruption.

Conclusion

The danger of insecurity cannot be overemphasized in a country like Nigeria with over two hundred millions population. The country has experienced increased in violent activities recently which have claimed many innocent lives and destroyed many properties. However, poor moral value among the youths contributed to the problem of insecurity in Nigeria. Consequently, there is urgent need to tackle it before it makes the country ungovernable. It is imperative therefore to ensure effective teaching of Social Studies in schools as it is appropriate for impacting knowledge, and inculcating skills, attitude and peaceful coexistence needed for reducing insecurity and enhancing the growth and development in Nigeria.

Recommendations

The content of the current Social Studies curriculum should be expanded to include topics such as terrorism, kidnapping, banditry, corruption among others and its teaching should be extended to SSS in Nigeria. Also, SOSAN should come up with a communique that will reposition Social Studies as subject which can be used to restore lost cherished values among the youth and to solve current social problems in our society. Equally, there is the need for a collaborative effort among stakeholders such as Social Studies teachers, security experts, religious leaders, civil society groups, and traditional in solving the insecurity problem in

Nigeria. Lastly, National Orientation Agency in conjunction with Federal Ministry of Information and Culture should provide appropriate information, public enlightenment and education on the danger of insecurity and the need for peaceful coexistence in Nigeria. In addition, government should create employment opportunities for all qualified unemployed youths in the country.

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