
**MORAL VALUES AND CULTURE AS TAUGHT IN
SOCIAL STUDIES AS PANACEA TO SUSTAINABLE
EDUCATIONAL DEVELOPMENT**

Ebimobowei Shadrack **EBEGHA** &
Eyesuoemi Clement **ATOUKUDU**

*Department of Social Studies, College of Education,
Warri, Delta State*

Abstract

Sustained national development relies on moral, values, culture, and education as panacea. The emergence of Social Studies which emerged in the mid-19th century was geared towards creation of socially responsible and morally based learners. The paper plays a major role in the establishment of a sense of civic awareness, moral consciousness, and respect towards the societal norms in Nigeria. Being an evolving issue, it is always strategizing to address the changing social and environmental issues, and this stimulates the learners to understand the relationship with the society and acquire honesty, empathy, and respect as traits to live with. The transfer of moral and cultural values that are significant in nation-building by Social Studies takes place using the survey and discussion methodologies. It promotes patriotism, tolerance, and unity in diversity and reaffirms respect towards the human rights, democratic principles, and self-reliance, through civic education. These ethics are vital in the creation of morally upright and loyal members of the community that works towards the prevalent growth of the Nigerian nation. Culture being a critical characteristic of

Social Studies is the collective of beliefs, practices and actions that are bequeathed by one generation to the other. It is human that it is created, nurtured, and promoted by members of the society and it serves as a guideline to both individual and communal actions. The uniqueness of each community, is created on the basis of their cultural history, which is the root of their philosophy of education. This paper therefore explored the roles of moral values and culture as taught in Social Studies for sustainable educational development.

Keywords: *Moral values, Culture, Sustainable educational development, Social Studies*

Introduction

The establishment of Social Studies started during the mid-19th century as an educational response to the growing social needs of countries. Its implementation was an intentional effort to change the learning moral and civic conscience of students. Countries around the globe took the topic as a remedial tool to fix the existing socioeconomic and political issues and enhance national growth. Social Studies in Nigeria is a course that was developed to create the consciousness of democracy and social responsibility among pupils (Akubue, 2006). The assimilation of the subject into the school curricula across countries was wrought by diverse contextual imperatives- each contributing to ways of enhancing civic participation and social tranquility.

In Western Germany, the field was given significance following the Second World War in order to restore political order and re-establish the democratic rule. Britain designed it to rectify the delivery of the social sciences in particular, sociology, through linking scholarly information with social responsibilities and obligations. Japan adopted it to spread democratic ideals after decades of militarism and Canada and the United States of America bring its original meaning to teach the young citizens how to excel in the democratic environment. The subject therefore

became an instrument of civic education with an aim of producing responsible self-reliant and creative individuals who can be used to ensure stability and prosperity of their countries.

Social Studies remains an active academic discipline - a discipline that is responsive of the realities of human life and surroundings in their daily practices (Nwoji, 2006). It addresses social and environmental issues, which enables learners to learn effectively in their environments and are able to incorporate values such as honesty, collaboration, and problem-solving skills that are significant in the development of the community (Ezegbe, et. al., 2012).

Society works as a complicated system which made of interrelated systems. Each social institution serves specialised responsibilities that support the stability and continuity. The structure symbolises composition and interrelated aspects of society, the function refers to the purpose each portion plays in preserving the collective system. This paper therefore explored the roles of moral values and culture as taught in Social Studies for sustainable educational development.

Culture and Moral Values

Human life is strongly impacted by the society between individuals, their behaviour, and the environment in which they live. Within any culture, moral standards serve as principles guiding the control conduct and social interaction. These values are the agreed standards, conventions, and expectations that govern what is deemed acceptable or undesirable behaviour. Every society creates some ethical norms seen as beneficial for sustaining harmony and mutual respect among its members. When behaviours stray from these norms, society defines them as morally wrong, whereas behaviour that coincides with them is judged morally right. In essence, morality is a system of behavioural rules jointly agreed by a society to preserve order and ethical cohabitation.

Morality and culture are interrelated ideas. Cultural traditions, beliefs, and social expectations mainly affect what each community regards as moral action. Thus, moral thinking is

moulded by the ideals contained inside a cultural system. Culture, thus, operates as both the source and the framework within which moral ideals originate and are transmitted. It is a human construct, passed down between generations, offering direction for individual and group action. Culture defines the shared identity of a community and distinguishes one culture from another. Through education and social, cultural values and norms are preserved, maintaining and solidarity among people in society. With a functional cultural system, a society creates losing its feeling of belonging and purpose.

Culture determines how individual's behaviour thinks, communicate, and perceive reality. Values /norms shape human vision and influences the meaning is generated from life events. Value orientations, such as moral, social, political, and aesthetic ideals - draw their meaning from the surrounding society. As Arisi (2013) explains, value system comprises of interrelated concepts that serve as foundations for measuring integrity and behaviour. Values are based on biological needs; others are subjective and vary among people and the community. These values influence attitudes and choices and influence human activity and overall development.

Conceptual Issues

Family: This is the smallest unit of the society. It acts as the fundamental social unit and the basic utility unit in the society. It is usually an adult group, usually a man and a woman, who offers the decisive blow of offering moral guidance and behavioral norms to the children of the society institutions acquire the responsibility. It is in this intimate backdrop that acceptable and unacceptable conducts are assimilated, which builds a perception of what is right and what is wrong in a child. The saying that a child is a mirror of the parents implies that family pressure shapes personal personality to a great extent. Social ideals are then polished in schools, but the home is the main place where the foundations of moral and the identity with society are initially established. Norm, in this case, is associated with the norms that dictate in a given situation on how to behave but values provide

the moral compass that distinguishes between good and wrong deeds.

Sustainable Development: This constitutes infrastructural in the society. It is forward-thinking strategy and is holistic and integrates social equality, economic growth and environmental conservation. The aspect of sustainable development is that it focuses on active participation and community building process, under which present and future generations should benefit as a result of progress. Mohammed (2013) explains sustainable development as a way of responding to the current human needs without leaving any imprint on the possibility of the future generation to achieve their needs. This vision is not only short term but focuses on justice, responsible utilization of natural resources and also intergenerational responsibility.

Sustainability depends on good management of resources, conservation of the environment, and the participation of all people that promotes communal welfare (Ukaga, 2010). Balanced relationship between the human and the ecological, where production and ecological devesty are maintained is sustainable development. Similar to this perspective, Adebayo (2012) referred to sustainable development as the development of the environmental and natural resources to enhance the quality of human life assuring that it does not compromise future needs. Sustainable development is both a moral ideal and a pragmatic way of developing a sustainable human and ecological development to a balance.

Sustainable Educational Development: This is the spread of moral, civic education which fosters development and sustainability of a nation. The academic discipline known as Social Studies was meant to advance the education on morality and civic responsibility in order to foster loyalty, patriotism, tolerance to diversity, and adherence to democracy. Within the Nigerian context, the topic tries to instill in pupils such values as the respect to human rights, self-reliance, discipline and social responsibility, which are qualities that bring success to the individual and to the society.

The view of education is defined as the process of lifelong learning and starting at birth and continuing at every stage of personal and social development. Sustainable development has an impact on morality and promotes the renewal of moral awareness that is necessary in the development of justice, equality, and unity of a nation. Social Studies assists in inculcating civic values like the rule of law, dignity of work, perseverance, and service to the duty, important qualities to people who can transform society positively.

Education through a successful Social Studies program enables learners to realize their rights and responsibilities, to respect each other and coexist peacefully with others (Okeke, 2013). Good development information will cause individuals to be aware of social norms and moral expectations that allow them to engage in nation-building profitably. The awareness yield sinformed individuals who are able to make a significant contribution to long term education and social progress.

Mike (2011) adds to the democratic ideals by building a civic competency. To him, Social Studies promotes attitudes creation like equals participating in elections fairly, toleration to disagreement, and obedience to legitimate authority and obsessiveness to national solidarity which are the pillars of democracy through participatory learning. The attributes have the potential to stimulate long-term educational development and raise the level of institutional trust.

According to Osakwe (2012) the subject has failed to achieve its desired moral and cultural goals as a result of poor assimilation of indigenous values. Weak value orientation and overdependence on Western models of education lead to the degradation of tolerance, norms/values collaboration, honesty and fairness in the society. Rebuilding these historic moral foundations by Okan (2004) remains a crucial task of Social Studies education in sorting out and generating a strong and morally knowledgeable citizenry.

Social Studies for Sustainable Development

The foundation of sustainable development of national education is provided by Social Studies education. As its didactic form, it is a form of moral orientation, civilizing, and cultural renewal. The subject, with a well-structured curriculum, intertwines the ethical behavior with the social awareness that enables the learners to internalize ideas that facilitate personal integrity as well as the well-being of the community. The Social Studies as an academic discipline combines teaching the civic with the moral, and Social Studies aided by moral values such as responsibility, honesty, fairness, and patriotism attributes which are relevant in creating responsible and participating citizens.

Social Studies can be viewed as the process of values formation, Social Studies promotes the moral and ethical principles that are necessary to maintain the democratic and socially oriented nation. Social Studies make one embrace justice and mutual respect where every society member is treated fairly regardless of gender, ethnicity, religion, or social economic status. The topic contributes to the creation of a harmonious society in which secularism and democratic values coexist, teach the students tolerance to diversity and fairness as the foundations of harmonious coexistence.

A curriculum in such principles does not only discipline character, but also facilitate civic competency, which enables the learners' moral theories in their daily decision making. The educational value through the societal Studies becomes an important driving force to the societal peace and sustainability of education.

Conclusion

The development of Social Studies started in the middle of the 19th century when an educational method object was focused on the reconstruction and concentration of the Nigerian student to the responsible social orientation. It is as this changing discipline that relates itself to the realities of life and its environmental conditions and serves as a transition point between people and the

cultures of social Studies. Directly relates to human beings and their surroundings and therefore the subject promotes adaptation, awareness, and ethical behavior in both the social and physical contexts. Since Social Studies is an aspect of value, it will promote the development of morals, norms that are significant to the national stability and prosperity. It does not neglect systematic education, because it gives learners the opportunity to internalize the attributes of honesty, patriotism, respect to human rights and democratic tolerance. Social Studies does not only teach civic awareness to the learners, but also preaches the spirit of unity among the cultural diversities, such that learners can understand that various communities are interconnected. This type of moral and civic education is the basis of the continued educational growth of a country, because it results in the production of individuals who are responsible and can make a constructive contribution towards social progress.

Suggestions

The teaching of Social Studies, which would entail professional educators at the NCE, the Bachelor, the Master, and the Doctoral levels. Quality education will ensure that students are taught theoretical knowledge and translate such lessons into practice active expression of civic values in their daily practices. With learners exemplifying the virtues taught through this discipline, the learners become agents of change in the society, and the educational system to, fulfills its mission of producing morally upright and social individuals who have the capacity of breeding national developers.

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