
**ADAPTABILITY OF SOCIAL STUDIES TO VALUE
EDUCATION: THE INPUTS THAT MUST BE MADE**
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Abstract

The aim of this paper is to stress the importance of Social Studies education using Value Education in developing all round and well-balanced personality of the students, in all dimensions of human intellect for learners to help make Nigeria a democratic, cohesive, socially responsible, culturally rich and economically competitive society. The major implication of the paper was the inputs that must be made which includes: well defined national philosophy of education; research on Value System; Teaching of Values; Broadened Social Studies Curriculum to accommodate Civic/Moral Education and Values for real life practice. Some of the recommendations were, Social Studies educators need to play a key role in shaping the behaviour of learners by imparting good values through teaching and modelling as well as Social Studies curriculum should focus on gender equality, empowerment of human beings irrespective of caste, creed, race and religion, patriotism, scientific approach towards problem solving, awareness about protecting environment for future generations, social justice, protecting human rights among others. However,

the paper concluded by proposing proper coordination and repositioning of Social Studies education at all levels of our educational system.

Keywords: *Social Studies Education, Value Education*

Introduction

The very purpose and main function of Social Studies education is the development of an all round and well-balanced personality of the students, and also to develop all dimensions of the human intellect so that the learner can help make Nigeria a democratic, cohesive, socially responsible, culturally rich and intellectually competitive nation. But, nowadays, more emphasis is unduly laid on knowledge-based and information-oriented education which takes care of only the intellectual development of the learners. Consequently, the other aspect of their personality like physical, emotional, social and spiritual are not properly developed in providing for the growth of attitudes, habits, values, skills and interests among the students. It is here that we talk in terms of value-education (Piyasa, 2019). According to Bayero (2017), the study of Social Studies enables man to understand the environment in which he lives in order to conquer diseases and plan for the future with the hope of achieving a perfect way of life for himself and his descendants.

Today in Nigeria both parents and teachers are held responsible for alleged falling value standards, plus a range of social ills such as youth restiveness, violence, young people's alienation and disaffection. To address these issues, Social Studies is widely regarded as one of the disciplines dedicated to the development of core values mentioned in the 1999 constitution of the Federal Republic of Nigeria. That is why, Social Studies education has as one of its goals to develop values, moral character and civic virtue in Nigerian youths as one of the means for promoting national integration, more compassionate and responsible society. Similarly, Social Studies as a program of study recognizes that several factors contributes to the development of positive values and that school must do everything in their power to address the individual and social dimensions of

value development in Nigeria which are embedded in our culture (Lawal, 2018).

However, the actualization of value development by Social Studies in this contemporary time has weighted down due to issues such as change in educational policies, inadequacy of the curriculum contents, mythological approaches, and poor content delivery among others. Against this backdrop, this paper discussed the adaptability of Social Studies to Value education with the view of making a paradigm shift for effective actualization of Social Studies goals for value education. At this point, it is imperative to explain some of the basic concepts in the paper.

Conceptual Clarification

Notable scholars around the world have defined Social Studies in ways that confirm the subject as a value-laden discipline. For instance, According to Coe, in Edinyang, Tandu and Gimba (2015) Social Studies is seen as a discipline that helps students become responsible citizens in a culturally diverse, democratic society within an interdependent world. Ezegbe, Eskay, Anyanwu and Abiogu (2014) asserted that Social Studies education as a subject is used for preparing, mobilizing young learners in schools for purpose of helping them cultivate an awareness and understanding that would transform them into citizens with skills, competences, moral values and reasoned judgements to effectively live, interact, interrelate and contribute positively to economic, social, political and socio-cultural development of the nation. This implies that one of the essences of Social Studies education is value development and citizenship training so as to produce effective, efficient, useful, loyal, self reliant, creative, and/or functional citizens in a state.

Values are the principles or standards of an individual's behaviour that can help him/her to judge what is important in their life. They reflect ones' attitudes, choices, decisions, judgments, relationships, dreams and vision towards their life and surrounding environment. Hence, educating each and every individual about the values, right from their childhood is really important. An individual learns different values from different sources like family, relatives, friends, community, religion, traditions, customs, books,

environment, great personalities and many other sources (Taylor, 2006; Toomey, 2010). There are two types of values: innate and acquired. Innate values are the internal values developed from one's own mind and feelings. Examples include love, care, empathy, honesty, hate among others. Learned and acquired values are the external values developed from one's own experiences or influences by the immediate environment for e.g convenience, status, ambition, power, one's mode of dress, cultural customs, traditions, habits and tendencies.

There is a serious need to give "Value Education" to individuals mainly in the place of learning environment, as they spend most of their time and learn many things. Value education can be given or gained in any place like home or in schools, colleges, universities, correctional Homes, voluntary youth organisations or at many other places. Dewey (1966) cited in Lakshmi and Paul (2018) said "Value education means primarily to prize to esteem to appraise, holding it dear and also the act of passing judgment upon the nature and amount of its value as compared with something else".

Value education is a process of teaching and learning about the ideals that a society considers them to be important (Lovat & Toomey, 2007; Robb, 2008). Value education can take place in different forms, but the main aim of providing it to students in their educational institutions is to make them understand the importance of good values; use and reflect them in their behaviour and attitudes; and finally contribute to the society through their good social responsibility and ethics.

In simpler terms, Value education is defined as the process by which people give moral values to others. It can be seen as an activity taken place in an institution or organisation in which people are assisted or helped by others, who are elders or have more experience or have an authority over other people. This activity of value education will be used to make an individual better and it is important to assess the result of it in order to see the long-term others. There are two main ways to give value education. They are: i.) teaching or spreading a set of values which come from the society, religion, cultural practice or ethics; and ii.) individuals are gradually

educated or made to realise the importance of good behaviour for themselves and their society (Lakshmi & Paul, 2018).

Value education may be seen at three levels: household, classroom and society. This is describe in figure 1

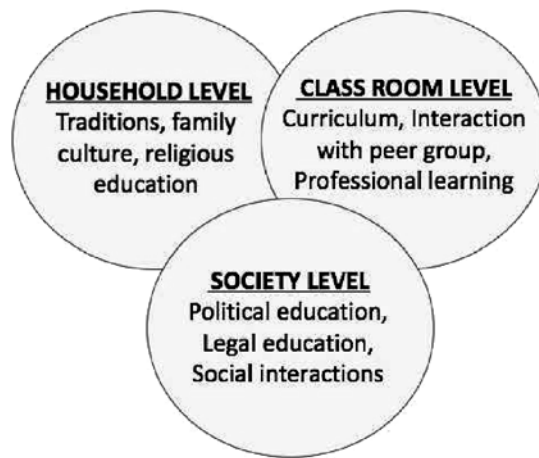


Figure 1: Three levels of Value Education

Source: Lakshmi, V.V & Paul, M.M. (2018)

Why Value Degeneration in Nigeria

But there are varieties of reasons which are causing value degeneration in Nigeria. Some of them are: Lack of respect for the holiness of human life; Breakdown of parental control over children; Lack of respect for authority, people and property; Breaking of laws and total disrespect for rules and regulations; Crime and corruption; Abuse of alcohol and drugs; Abuse of women and children, and other vulnerable members of the society; Lack of dedication and commitment towards the work; Negative attitude towards work and other people; Lack of punctuality, sincerity and honesty; and Lack of skills in carrying out the tasks which lead to lower confidence levels among others.

To solve all these type of problems, it is necessary to adapt social studies to value education in Nigerian educational system.

Present Scenario of Education in Nigeria

The school, like any other socializing institution, is a builder, and as a builder, it builds the individuals, using the materials available in him. It also needs to build an individual that could be acceptable in the society. But between the child and the expected change, there are so many things. The child must be taught through a deliberate, well planned, purposeful programme of activities. The subject matter must be tested and proved to bear positive values to the child and the society. The learning environment must be conducive for teaching and learning, the teachers must be adequately trained, recruited equipped and paid for the service and the necessary facilities should be provided (Amaele, 2009).

Unfortunately, there seems to be little to talk about values in Nigerian education system today. The high premium given to paper qualification and the mad rush for quick money has turned down the values of handwork, perseverance, honesty, patience, chastity, respect and other virtues. The vices of examination malpractice, sorting and bribing teachers, admission fraud, night club and prostitution, sexual abuse and harassment, political thuggery, drug abuse/addiction, cultism, robbery and others are highly amplified in our schools (Amaele, 2009; Berkowitz, 2011).

The teacher, learner, management, parents, government and even religious organizations and other agencies in the country are all involved in the teaching and learning of these vices. Some female students in our tertiary institutions dress like women of easy virtue and are so applauded by the school administrators. Their male counterparts look like militant youths. Teachers who should teach positive values in and outside the class through their words, acts and appearances are now exhibiting negative vices before their students. Some of the teachers sponsor cultism in schools because they are cult members. Students, who could not buy textbooks, are now busy with two or three handsets calling and receiving phone. Calls or text messages take the place of studying with concentration in and outside the classroom. There are daily reports of institutions in Nigeria turning out militants, otherwise known as cultists. Killing, disruption of academic works and recruitment of more members become the resultant effects. Some of these youths (students) are

empowered by selfish politician who encourage them to rig election, kidnap their opponents or snatched ballot boxes to favour their wicked ambitions (Wyn, 2009; Berkowitz, 2011; Patil, 2015). There is a crisis of character, moral decay and breakdown of traditional discipline. Thus, the education has failed to create a decent society and need for adaptability of Social Studies to Value Education become necessary. Added to this: Learners need to have Moral awareness regarding different issues happening in the society and hence they should be allowed to face the progress in the society, science and technology by taking the welfare of mankind into their mind; Re-discovery of common and shared values has to be done in order to unite human beings with the declining traditional values; Teachers or educators pass values to their students both intentionally and unintentionally through their words, actions and behaviour, both in and out of the classroom. Hence, there is a need for proper and careful planning for designing a value education program as it is an important way to establish a formal learning; Learners sometimes face with situations where they are required to take complicated and quick decisions and they may involve the use of good values to achieve a good result. Hence, in such cases, value education is helpful to make good and moral choices in important situations; Increase in crime by Juveniles is seen commonly in these days, and this is hindering their process of personal growth. In such situations, value education is really helpful; Value Education increases a students' inquisitiveness, overall development, good attitudes and values, and also the capacity to think and judge about his/ her own self; Value Education helps in encouraging social and Natural Integration; and helps in differentiation between the right and wrong (Lakshmi & Paul, 2018).

Adaptability of Social Studies to Value Education: The Inputs that must be Made

Since the individual is responsible for the choice he made, it is necessary to properly educate him to value something that is durable and has positive outcome. Adaptability of Social Studies to value education should provide this outlet. The aim of the teacher is to teach the child to live and set standards and make valuable decisions

for himself within the context and demands of his society. Then, the following the inputs that must be made:

Well defined national philosophy of education: It would be vital to note that most of the questions on values arising from education can be reduced to the unsettled claims of the individuals versus those of his society. The question of the relationship between the individual and public values is one that only society has to tackle before embarking on the formulations of a national philosophy of education. For now, Nigeria has no national philosophy worth the name, and so philosophy of education is still a mirage. The nation needs well defined national philosophy and philosophy of education. The former would give the necessary clues to the later for better value education orientation in Nigeria (Amaele, 2009; Ezeoba, 2012; Lawal, 2018).

Research on Value System: There is the need for intensive research on the values system of the diverse cultures of Nigeria. Social Studies educators cannot work in a vacuum. Adequate knowledge of the value system of our diverse society can be got through interviews, questionnaires, reading of relevant texts, rating seals, and others. Values in this multi-cultural and multi-religions nation should focus on universal and rational standard. Standard in this context is the degree of excellence required for a particular purpose; it is an accepted or approved example against which phenomenon are judged or measured (Ololube & Ubogu, 2008).

Teaching of Values: Youths should be taught both the basic universal values and or common values that the society deems as acceptable and worth preserving. Teaching procedure, in this regard should consider the individual unique nature, characteristic and needs, alongside the needs of the society (Amaele, 2009).

Broadened Social Studies Curriculum to accommodate Civic/Moral Education: The present Social Studies curriculum does not make adequate provision for civic or value education programme. There is the need to include more of moral and civic

instructions at all levels of our education system. The aim should include among others: to enhance political literacy, to handle the problems of multiplicity of culture and a deep awareness of the fundamental human rights of the citizens; to expose students to adequate knowledge of the constitution of the country; to enhance human development and promote self assurance among citizens through the leading of good values and morals. Other strategies worth mentioning include: modeling, reinforcement of desirable behaviours, teacher personality and methods, orientation programme, effective use of the parent-teachers association, school club and societies, creating effective school environment and the use of Audio-visual Aids in schools in teaching values orientation (Amaele, 2009; Ezeoba, 2012; Lawal, 2018).

Values for real life practice: The teachings must be made to support learners in educational and work institutions so that each student can grow up in an environment that facilitates the development of the person and integration into society (Mitchell, 2012). It is essential to give everyone the ability to reflect on values in connection with their everyday lives, to interpret their deeds, motives for action and the potential consequences.

Reduce the gap between rhetoric on values and actual choices: Social Studies adaptation to values education must be made to develop young people's ability to assess situations of everyday life against their own personal values and those agreed by society (Snyder, Lopez & Pedrotti, 2011). It also develops the ability to assess the alignment between the values that are considered essential and one's actual behaviour. Adaptability of Social Studies to value education must be made to enhance the level of discussions on ethics and values in the society by helping different social groups reach a common understanding of general human and social values that help to live a good life, and implement the constitutional objectives of the Republic of Nigeria.

Conclusion

Social Studies education is value-loaded. There is no education process worth the name that should teach what is not worthwhile. Unfortunately, our present life experience has shown that most Nigerian youth and the adults alike could not, for sure, state enduring values for themselves and the society. Some of them are already entangled into very wrong values. This has weakened the foundation of life in the country. The traditional approach of teaching values education, which is mainly through imposition and threat, appears to be irrelevant, especially, due to the complex nature of the modern society. We must admit that social studies education is a key factor in the value development of any society. The overstretched attention which our contemporary education gives to cognitive facts without corresponding input on the affective and even manipulative domains of the individual makes a near mockery of both the educational institutions and the society. However, with proper coordination repositioning of Social Studies education at all levels of our education and society, Nigeria would regain its original status of teaching the required values and restore the country to international respect.

Suggestions

The following recommendations are worthy of note:

The teaching and learning of values should be a collaborative effort between the school and the community. Teachers need to work closely with the community served by the school. The collaborative effort can help in the promotion of a community of learners, in which people can learn from one another about the values that are considered important.

Social Studies educators need to play a key role in shaping the behaviour of learners by imparting good values in them through teaching and modelling. All round performance of the students needs to be considered by the school for promoting to higher

education rather than considering only academic performance.

The Social Studies curriculum should focus on gender equality, empowerment of human beings despite caste, creed, race and religion, patriotism, scientific approach towards problem solving, awareness about protecting environment for future generations, social justice, protecting human rights among others. The Nigerian Education system should develop a holistic approach for imparting value education to the students at all levels.

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