
EDUCATING FOR VALUE AND ATTITUDINAL CHANGE
IN NIGERIA - SOCIAL STUDIES REAR VIEW

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Abstract

Change by its nature remains one of the life paradox. It is an exemption to the maxim, 'nothing is permanent in life'. Value and attitude which denotes peoples' disposition to situation, are but the propelling force of change, the more reason why resistance to change do occurs in some cases. The unfolding events in Nigeria from one successive administration to another is a but the need for clarion call for value and attitudinal change manifesting in agitations for 'revolution', 'resuscitation', 're-branding', 'transformation agenda', 'change agenda', 'good governance', '// EndSARS' protest of the present time. It has been observed that unless people have the right disposition to government policies, such policies will remain mirage. Since effective value and attitudinal change is a sine-qua-non of national development, the import of education and various school subjects such as Social Studies responsible for achieving educational aspiration as the major instrument of value and attitudinal change and development is imperative. Social Studies by its nature

and peculiarities deals with the fluid of realities that human being are being confronted with and have capability of inspiring right attitudes, skills values, moral, competences, among others in learners. It is in realization of the forgoing that this study focuses on educating for value and attitudinal change through Social Studies among citizens in revamping the disintegrated values in Nigerian society. The study revealed that despite the prospects of Social Studies as a subject in bringing about responsible values and attitudinal change in citizens, the subject faces a number of challenges such as teachers' disposition, knowledge, skill, methodology, attempt at watering down the subject, among others. Thus, it is essential that the subject be taught using global best practices such as child-centered approach, problem-solving techniques; skillfulness and resourcefulness; inquiry technique; activity-oriented and interactive strategies to engender successful value and attitudinal change. Hence, the clarion call of 'change begins with me' should be embraced by all sundry for effective value and attitudinal change in Nigeria.

Keywords: *Change; Education; Social Studies; Value and Attitudinal change*

Introduction

The biblical allusion of out of the abundance of the heart speak forth the mouth is truism when it comes to the issue of values either on the part of individual, groups and the society at large. Similar view is expressed in the Yoruba annotation of 'a drunkards vituperations is but a product of his pre-conceived intentions prior the intoxication'. As such, value constitutes the bedrock of how individual, group and the society at large view things and the consequent reactions-actions and inactions culminating in attitudes towards a particular issue, concept as well as generalization and concomitant behaviour. Thus, values relate to how people see, relate, and acts about an issue which may be personal or societal and national undertone. By implications, values exemplify desirability

of human actions and inactions. It entails that which is cherished as ideal and worthwhile both in time and place context, values thus, relates to acceptable behaviour, attitude and actions emanating from individual, group of individual and the society at large.

The maxim, there is nothing that is static or constant in the cosmos has its exception. This might not be unconnected with the fact that despite that nothing is permanent in the world, 'change' as a concept stand out as a constant factor. As such, at whatever level and however myopic it maybe, change will always occur. In attestation of this assertion, Karl Marx in his conflict theory of social change averred that 'the theory of any existing society is but that of class struggle'. By implication, there could not be development or progress in any society without struggle or conflict, corollary of which is change. Subscribing in the same manner, Ajiboye (2010) affirmed that change is inevitable. This is a maxim acceptable to all and sundry as human being on daily basis that are confronted with new challenges, a product of an ever-complex world they live in.

Presenting the challenges being confronted with in the complex world especially as it relates to Nigeria, Okunade (2014) adduced that in concrete terms, the predicaments and affliction that Nigerians; and Nigeria as an entity face include among others: unbridle primitive accumulation; Oil theft; unauthorized or inappropriate expenditure coupled with unremitted funds; insecurity including Boko Haram unrepentant insurgency; phantom subsidies on kerosene; bungled privatization; intolerable level of poverty; unemployment; right violation, abridgment of the rule of laws; illegal killings; flagrant disobedience to court orders and erosion of judiciary process among others. Closely associated with the foregoing is the seemingly prices worth of human lives in the hands of ritual killers; unrepentant kidnappers, increased trafficking in persons; unending agitations from different quarters especially among the Niger Delta and the South-South Nigeria associated with arm-conflicts. The issue of cattle rustling occasioning wanton killing and maiming of lives is unprecedented. The same goes for the unrepentant herdsmen palaver cutting across the length and breadth of the nation where cattle are accorded more priority than human beings. The issue of covid-19 and its aftermath coupled with the

botched endsars protest cannot be overemphasized. In the event of such situation, change is inevitable.

Recounting the excruciating situation of the nation and the exigency of change, the erstwhile Nigerian president Jonathan (2012) advanced thus:

Something must have gone wrong along the line of 1914 amalgamation when the Southern and Northern protectorates were amalgamated till date. When you look at the 1914 amalgamation...and the time I was sworn-in as president you will agree with me that I am not the problem of Nigeria...what we must do is to make a change for the development of Nigeria. We cannot heck out like that of the television man (p.12).

In order words, there is every necessity to create way for positive change to address the seemingly insurmountable problems. Otherwise, the Vision 20:2020 of Nigeria being ranked among the first 20 economies of the world will remain a mirage.

The foregoing might not be unconnected with the views of Roberts (2008) that whereas those who live in states and enjoy both security and prosperity, those who live where state failed must choose whether to be wealthy or secure; without being willing to fight, they cannot be both. The subtle means to attain such feat in Nigeria is but through effective change. Little wonder, Okunade (2004) submitted that there is no need to address issues and challenges in Nigeria's corporate existence more importantly those pertaining to contemporary situation that signal the inevitability of a largely uncertain and a predominantly bleak future for Nigeria if the trend where the past is better than the presents is not arrested.

Addressing the issue of challenges and prospects of Nigeria's 50 years of independence, it has been canvassed that some issues that need be addressed especially for the country to be reckoned within the comity of other nations. Ajiboye (2011) was of the opinion that on the basis of the domestic and international perceptions of Nigeria as a country is generally poorly compared with other major African countries or developing countries likes Singapore, Indonesia

and Malaysia. For instance, out of 100 best countries in the world in 2010 based on certain criteria, Nigeria ranked 99th which is but a poor image for the acclaimed Giant of Africa beaten by such African countries like Tunisia, Morocco, Egypt, Botswana, South-African, Algeria, Ghana, Kenya, Senegal, Tanzania, Ethiopia, Mozambique, Uganda, Zambia and Cameroon (Ajiboye, 2011). This perhaps warranted Ajiboye's conclusion that fifty years after independence, Nigeria has seen much success but huge challenges lie ahead before it realized its full potentials.

This cannot be done in a vacuum of change, hence, the clamour for transformation agenda and the current clarion call for change agenda. Hence, the saying, 'change must begin from us'. Buttressing the aforementioned view, Okunade (2014) debunked the assertion of Kolawole as quoted by Okunade (2014) that there should never have been a Nigeria that Nigeria is a fraud with various ethnic groups had nothing in common but a nation of just colonial contraption. Okunade was of the view that such position did not take account of the ways through which modern states emerged as all states and nation's starts but through the process of development, the bond of unity emerges through conscious efforts.

The timely necessity of the need for change is further buttressed in the following statement 'in recent time, the onetime celebrated big brother and giant of Africa is now being described in various derogatory ways even by Nigerians as gasping nation, sleeping generalissimo, sleeping giant, crippled giant e.t.c indeed as Nigerians we can remember when last we heard the expression, giant of Africa? Can we conveniently refer to ourselves as such, if we can, will South-African or Ghanaian not contests it? (Okunade, 2014)

In apparent realization and confirmation of necessity of change, President Mohammadu Buhari (2015) in his inaugural speech affirmed thus:

My appeal for unity is predicated on the seriousness of the legacy we are setting into. With depleted foreign reserves, failing oil prices leakages and debts the Nigerian economy is in deep trouble and will require careful management to bring it round and to tackle the

immediate challenges confronting us namely; Boko Haram, the Niger Delta situation the power shortage and unemployment especially among the young people for the longer term. We have to improve the standards of our education, we have to look at the whole field of medicine, and we have to upgrade our dilapidated physical infrastructure (p.23).

To realize breakthrough associated with change calls for concerted efforts that surpasses theoretical analysis but in practical term which calls for a change of attitude on the parts of the citizens themselves. Little wonder the assertion of Ajiboye (2011) that Nigeria is a country of great potentials but faced with serious problems which can be effectively addressed through activities like re-branding projects which has to address negative aspects of Nigeria and Nigerians as the basis for correctional action leading logically to re-branding. Other efforts in such direction capable of translating the nation's dream of Vision 20:2020 to reality are the transformation agenda and change agenda of the current administration.

It is no over statement to say that it is one thing for the government to mute ideas capable of bringing about change to generate development; it is another for citizens to embrace such and make it worthwhile. This relate essentially to the citizens' attitude generally. It thus becomes imperative to promote change by fostering right attitude in the citizens. The major instruments for bringing such to come to pass remains education. The more reason why it is being orchestrate that education is the instrument per excellence for achieving national development (Federal Government of Nigeria, 2004). Attaining such feat by education is also a function of different schools subjects. Subscribing in this manner, Ajiboye (2010) adduced that in order to reduce complexity that human being found themselves, education stands out as a potent instrument. One of the school subjects capable of assisting in realizing the objectives of education and national objectives altogether is Social Studies. An attestation of this is the recognition accorded the subject as one of the core subjects in the initial Universal Basic Education (UBE) in

Nigeria and a prominent theme under the current revised Basic Education tagged 'Religion and National Values'.

Confirming this, Ajiboye (2010) asserted that Social Studies as a subject stands out as one of the school subjects capable of assisting human beings in achieving their aspirations, attitudinal change inclusive. This might not be unconnected with the ability of the subject to allow for incorporation of emerging complex issues in the society, change inclusive. Corroborating this, Fagge (2016) described Social Studies as a complex but organized process through which individual acquires worthy knowledge, attitudes, values, skills and competences that are vital for contribution to the survival and continuity of the society. The implications of this for value and attitudinal change among the citizens and effective change in Nigeria cannot be over-emphasized.

In the light of the foregoing, this study examines how Social Studies can promote attitudinal change among Nigerian citizens to ensure effective change agenda in the country. The paper thus premieres education and change; value, attitude and change, Social Studies and attitudinal and value change - prospect and challenges; way forward; conclusion.

Education, Transformation and Effective Attitudinal and Value Change

The place of education in virtually all aspect of human endeavours cannot be over-emphasized. The more reason why it has been adduced that it is a common knowledge that investment in education is sine-qua-non of national development and a such, education is seen as a major instrument for achieving the goals of unity, political stability and equality of opportunity as well as for circumventing situations which may give rise to conflict situation (Thompson,1983). The corollary of this assertion is the place of education in the realization of effective change. In apparent recognition of the foregoing, Nwogu (2013) admitted that it has long been argued that education enables a person to perform worthwhile activities which thus produces a cultured man, a requisite for change.

The role of education as exemplified in the foregoing discussion rightly attests to some definitions accorded education as a concept. Conceptualizing education as necessary dose for change, Ajiboye (2010) averred that education is that which equip people with the mechanism of dealing with newly emerging dilemmas effectively for themselves and society. Similar view was held by Adesina (1985) that education is the tool for integrating an individual effectively into a society so that the individual can achieve self realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological process.

Parading education as precursor of change, education has been conceived as a life-long process that facilitates human all round development which endeared such to be useful to him or herself and the society such is born. It is seen as the supreme light-giver, the breezy dawn after a night of suffocating darkness. Thus, a mechanism through which societies generate knowledge and skills required for survival and substances. By so doing, education enriches peoples' understanding of themselves and the world through improvement of people's live translating to broad social benefits to individual and society (Ijaye & Lawal, 2004; Osundare, 2009; Kazeem & Ige, 2010; Ekpo & Is'haq, 2014).

Change is a usual occurrence in Nigeria right from its pre-colonial, colonial and post-colonial era. The journey of nationhood dated back to the 1914 amalgamation of the Southern and Northern Protectorates. Since then, the country has been witnessing one form of change or the other, positive or negative and both in some occasions. Tracing the history of change in Nigeria, Adeyemi and Fawole (2016) asserted that Nigeria has passed through three broad historical phases associated with change. The period of traditional government associated with mainly local changes top the list. This is followed by a period of external intrusion from Western Europe culminating in the imposition of Western Education and culture. The third stage or period was the orchestrated political independence and national reconstruction and the associated commitment by successive governments to planning and evolution of development models capable of benefiting the people. However, change transcends mere speculations but active depositions. No wonder, Sulaiman

(2012) was of the view that transformation is not just by mouth, that is, mere saying.

Realizing the foregoing, Jonathan (2012) in his inaugural speech on May 29, 2011 has this to say: 'I am mindful that I represent the shared aspiration of all our people to forge a united Nigeria, a land of justice, opportunity and plenty. I assure you that this dream of Nigeria that is so deeply felt by millions will indeed come to reality.' Those words carried in sum, the then government's resolve to bring about change in the country. An expression of the reality of the said changes is captured in the words of Ekpo (2015) that the transformation agenda of President Jonathan contains the elements of growing the economy and perhaps, laying foundation for the building of a modern Nigerian economy.

The present administration on assumption of office and even in their pre-election campaigns has realized the necessity of change in the nation hence, the slogan, 'change'. This rightly translated to the policy of the administration in the name of change agenda. The imperativeness of change was portrayed in the inaugural speech by President Mohammed Buhari (PMB) when he expressly declared his readiness for change. His words, 'with depleted foreign reserves, falling oil prices, leakages and debt, the Nigerian economy is in deep trouble and will require careful management to bring it round and to tackle the inadequate challenges confronting us namely: Boko haram, The Niger Delta situation, the power shortages and unemployment especially among young people (p.23). The realization of the foregoing is but a product of conscious efforts. Hence the clarion calls for attitudinal change by all and sundry.

Value, Attitude and Change

The inevitability of change is enormous. However, this change is a product of attitude of the citizen generally. Until when conscious attempt is made to instill right attitude on the people, change becomes a mirage. It has been canvassed that when citizen are educated, that is, in the right attitude, they will think right, act right and bring positive change for the nation's development and the world at large (Ekpo & Ishaq (2014) . This perhaps informed the conclusion of Kowakpovwe (2017) that attitude is a little thing that

makes a big difference (p.80). Corroborating these view, Mahatma Ghandi briefly summed up attitude in the following phrase. 'I will keep my behaviour positive, behaviour becomes my habits, I will keep my habits positive, habits becomes my values, I will keep my values positive, values becomes my destiny. The foregoing is but an indication of attitudes as precursor of change generally.

By and large, the fulcrum of values is in what is felt desirable at a point in time, values underlies people's preconception of what is considered to be right and proper for an individual, group and the society, thus, values are held in high esteem in the society. This might not be unconnected with the concept of '*Omoluabi*' in the Yoruba parlance which translate literarily to an individual that behaves, conduct him or herself in an acceptable manner to the society. Enunciating on what constitute values generally, Tiamiyu (2008) was of the view that what people holds as desirable, deemed right and proper both for individual and others as well as those things that are held in high esteem for individual and other people in the society constitutes values.

Value in the views of Odukoya (2012) is seen as that which generally relates to the importance, worth, perception and conceptions attached to an issue. It has to do with that which is desirable, right and acceptable and generally held in high esteem and seen as valuable (Oladiti, 2018). Values therefore constitutes moral ideas which forms the yardstick used by the society to determine the desirability or otherwise of behaviour, attitudes and activities. Values are characterized among others by respect, moral behaviour, desirable attitudes, honesty, probity and accountability, good leadership and followership, to mention view. Thus, four categories of values obtain. These are: general values, personal values and group values, all of which underscores the progress, growth and development of any society.

Evidence abounds that without addressing firstly the issue of peoples' attitudes, it could be an Herculean task bringing about change. For instance, while emphasizing the need for attitudinal change on the populace for effective change in Nigeria, Ofuonyebi (2014) was of the view that though, change is constant and inevitable, after 15 years of learning and training in the political

theatre of governance, Nigeria and Nigerians should garner enough knowledge to accommodate peaceful transition of power and succession whether for president, governor or others. Similar view was made during the Global Federal Road Safety Corp World day 2017. Adebayo (2017) while addressing people on the basis of change hammered on value and attitudinal change among the generality and the people when he said we need to address certain issue for this country to grow, we need to have change of attitude, we are all complaining that the country is not growing but i doubt if it can change without changing our attitude, that is the reality. Such a statement is but gospel truth regarding value and attitudinal change in Nigeria.

Berating the general attitude of people and its value and attitudinal change implications, Hamza A Danliman in a blog hosted on a social media platform as quoted in the Daily Fountain Devotional Church of Nigeria (Anglican Communion) of Saturday 13 May, 2017 spited thus: 'ironically, despite our exploits in religion we are a people with little godliness, it is rare to do business with a Nigerian Pastor, Deacon, Knight, Elder, Brother, Sister, Imam, Mallam, Alhaji or Alhaja without the person laying land mines of bribes deception called facilitation fee, processing fee, transport money, financial engineering, deal, etc...our nation is degenerating at a fast pace and we need to save it now. We as people must positively change our attitude towards our dear country now. Reiterating the attitude things, the Daily Fountain Devotional Church of Nigeria (Anglican Communion) of Saturday 13 May, 2017 under the title, 'All lies are lies' indicated that many Christians tell lies on telephones or in their offices, some couples lie to each other, some workers falsify their ages while some use fake result, students buy results to gain admission or graduate from institutions, even in the church, some falsify figures for offerings, tithes and other assessments, God our father never lies and we must follow His examples always in our daily lives. This is a clarion call for value change and attitude.

If the words of Shati Gawain that the most powerful thing one can do to change the world is to change ones beliefs about the nature of life, people and reality to something more positive and began to act accordingly, them the issue of value and attitudinal change

cannot be over emphasized (the Daily Fountain Devotional Church of Nigeria (Anglican Communion) of Saturday 13 May, 2017). Little wonder, Oladeji (2014) averred that what we need is a new orientation which will ensure that the rich extend their magnanimity to the less privileged. The said new orientation is all about change predicated upon conscious attempt, hence, the need for a unique and peculiar type of education for learners capable of making them participate effectively in life (Ajiboye, 2009). This is the more reason why Ejima in Ikitade and Ado (2015) affirmed that the development of any country, all over the worlds, is continuously and intricately tied to educational development. Olayode (2016) therefore summed up the need for value and attitudinal change thus: ‘change as popular parlance in the present dispensation would go is a public axiom that can survive with ideal political correction adrift of past demographic agenda’.

Prospects and Challenges of Social Studies for Value and Attitudinal Change in Nigeria

It has been argued that the function of education and tertiary institutions generally include development of social attitude that will enable people cope with the complexity of social change to be able to move ahead with a sense of direction. It is also the contention of some that if no one takes time to nurture the coming generation, build them up, teach them the right values, where would they learn from? (Hicks, 1985; Davies, 2001; Chuckwu, 2013). Education is accomplishable through several school subjects. Buttressing this fact, Ajiboye (2010) adduced that learner of today needs unique and peculiar types of education that will enable them participate effectively in life. To him, Social Studies as a subject stands out as one of the school subjects that could help human beings achieve their aspirations. This might not be unconnected with the flexible nature of the subject in accommodating emerging social, political economic and other global uses, change inclusive. This is so because human beings’ reality is not constant but ever changing. Adeyemi, Nwanko and Nleya (2005) were of the view that no other subject in the school curriculum lends itself to resources for creativity and ingenuity in the art of teaching than Social Studies.

Reiterating the foregoing and imperativeness of Social Studies in bringing about value and attitudinal change in learners, Oladiti (2016) adduced that attaining the status of a core subject among the comity of other school subjects in the Universal Basis Education (UBE) prior the introduction of Religion and National Values under which Social Studies serves as a theme in Nigeria is a function of the subject's peculiarities. This might not be unconnected with the earlier assertion of Chidolve (2007) that Social Studies educators have canvassed that Social Studies teachers and students understand and have right attitude to the subject. An express confirmation of this fact is the one credited to Chido and Byford (2014) that student' positive attitude toward Social Studies were based on their perceived utilitarian value of the subject-matter of Social Studies in general. This of course is a score card for the subject's capacity to effect value and attitudinal change in learners and by extension, the citizens, corollary of which is effective change and national development.

Further proof of the prospects of Social Studies in promoting right value and attitude, the basis of effective change could be inferred in some description of the subject. For instance, Ajiboye (2009) adduced that the subject stands as one of the school subjects capable of assisting human beings to achieve national objectives, education and effective change inclusive. Social Studies to Akinola (2014), is conceived as the process through which teachers acquire values, attitudes, skills and knowledge which assists in making them useful to themselves and the society as they interact with others. Such process is but a bastion of change promotion. It was the contention of Ogundare (2010) that Social Studies in Nigeria in terms of its current dimension is to teach learners and young ones act of social responsibilities and problem-solving through the utilization of facts and figures garnered from other allied behavioural subjects.

Canvassing the proclivity of Social Studies for the promotion of value and attitudinal change in Nigeria, Gele and Gele (2014) described the subject as an organized systematic study of people's interaction and influence on their environment for positive development of their immediate and general society. Subscribing in the same manner, Ajibade (2017) was of the view that plenitude of

literature abounds that Social Studies is a major school subject in Nigeria junior secondary school curriculum with the capacity to develop students in all aspects of life, value and attitude to change inclusive.

At this juncture, it is imperative to state that despite the avalanche of Social Studies' capacity to bring about value and attitudinal change basic to effective change agenda in Nigeria, a number of challenges capable of crippling the perceived success story in this direction abounds. The rhetorical questions put forward by Davies (2001) that if no one takes time to nurture the coming generation, build them up, teach them the right values, where would they learn it from? is imperative here. For effective results, the teaching of Social Studies calls for concerted efforts on the part of the Social Studies educators to make the subject real, concrete, interesting and utilitarian in nature. These can only be accomplished through ingenuity of Social Studies experts. As such, any strategy or techniques devoid of current global best practices in teaching and learning will amount to efforts in futility.

Attesting to the foregoing, Leah (2011) advanced that Social Studies is having low status among students resulting from a number of factors such as: teacher-centered approach common among some teachers; didactic pedagogy as well as uninterested content selection among others. The more reason why Ajibade (2017) affirmed that favourable attitude towards the teaching of Social Studies will influence to a considerable extent, the update of learners knowledge in Social Studies. The same goes for their value and attitudinal development. Addressing such issue, Ajitoni (2008) has rightly stated that the era of seeing teachers as repertoire of knowledge is gone, the current best practices sees Social Studies as 'Coach, Umpire and Facilitators'. The afore mentioned challenges are akin to the great task of Social Studies in evolving among the young ones and the generality of the citizens right value and attitude that can promote effective change for national development in Nigeria.

Conclusion

This study has revealed the imperativeness of value and attitudinal change in a bid to attain effective change among Nigerian citizens.

Since change is inevitable and considering the plight of the nation from its post-colonial era till date, it is expedient that the country must be launched in the pedestrian of effective value and attitudinal change to engender needed growth and national development. This will endear the nation's rightful position in the comity of other nations of the world. In this wise, Social Studies as a discipline charged with the development of right attitudes, values, skills, competences and moral character, which are the antidotes of effective value and attitudinal change must rise up to the challenges of effective teaching and learning delivery of the subject to engender the needed change.

Way Forward

As observed in this study, it is imperative that ways of overcoming the identified challenges to Social Studies in the course of evolving value and attitudinal change in Nigeria need be pursued to the logical conclusion. To start with, the teaching of Social Studies should be activity-oriented as pointed out by Ogundare in Kadiri (2004); Osundare (2009); Ijaye and Lawal (2004); Nworgu (2013); Ekpo and Is'haq (2014). Reasons for this may not be unconnected with the nature, aims and objectives of the subject which calls for students to learn about the relationship of man and his environment, promote democratic ideas and develop healthy attitude towards self and others (Ajiboye, 2010). Fagge (2016) adduced that learners can only acquire those and many more through effective and efficient teachers through the use of relevant teaching methods, techniques and strategies in Social Studies. Speaking in the same vein, Ogundare (2010) earlier submitted that what will make for learners' effectiveness is the product of teachers' skillfulness and resourcefulness in identification and practice that recognizes new approaches such as individualized instruction, problem-solving, learning by doing, inquiry teaching and discovery learning. Ogundare (2010) and Oladiti (2016) also identified methodological approach as one of the peculiarities of Social Studies. All these are germane to value and attitudinal change.

Similarly, Chido and Byford (2014) in a research conducted on 8 and 11th grades students in United State on students' attitude

generally and Social Studies were based on teachers' involvement and enthusiasm. This goes a long way in promoting right attitude in learners. Supporting this view, Ajibade (2017), Leah (2011) suggested that for improvement of teaching and learning of Social Studies for better achievement and encouraging attitude, emphasis on student-centered instructional strategies like homework, project, and problem-solving strategies are imperative.

It will amount to disservice if the homily on the need for value and attitudinal change and effective change agenda as presented by Adeyemi and Fawole (2016) is not captured here. To them, the need for change in Nigeria is to enable people to induce desirable socio-economic and technological change, people must therefore learn to survive and to survive together which involve mutual respect, understanding and sympathy among members; such is a precursor of value and attitudinal change for national growth and development in Nigeria.

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