

CORRUPTION AND INSECURITY IN NIGERIA: SOCIAL STUDIES AS A WAY OUT

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ABSTRACT

Corruption and insecurity are widespread phenomenon and its effects are immeasurable. It leaves an economy with an untold hardship. However, the effects of these pari pa sue problems (corruption and insecurity) are fell in the economic, political and social spheres either directly or indirectly. This paper attempts to examine how social studies can provide solution to the problem of corruption and insecurity in Nigeria focusing on the concepts of corruption, insecurity and context of social studies. It also addresses the role social studies can play in solving the menace (corruption and insecurity). The epitome of this paper is that corruption and insecurity exemplified in social and political vices constitute obstacles for integrated national development, and that social studies as a subject has a role to play in charting the way forward for a corrupt free and secured society. Conclusively, a student exposed to the context of Social Studies is given a positive orientation in acquiring skills, competencies, moral values and reasoned judgements required to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society in particular and the world in general. Social studies is indispensable in finding solution to the menace of corruption and insecurity in Nigeria

Key Words: Corruption, Insecurity, Social Studies

INTRODUCTION

Corruption as the practice of obtaining power, influence, or other personal gains through illegitimate means, often at others' expense is an issue in Nigeria that has assumed a dangerous dimension. Hardly, will a day

pass by without the news of corrupt practices in the mass media. The tentacles of corruption are spreading unabated while the quality of life of people and nations' infrastructure are collapsing at an alarming dimension. This scenario has been a cog in the wheel of national transformation in Nigeria. Social problems are increasing at a geometric progression. Poverty, hunger, prostitution, human trafficking, greed, selfishness, kidnapping, bombings and terrorism are the order of the day. All these are traced to corruption.

Little wonder, Transparency International (2009) rated Nigeria as one of the most corrupt countries in the world. Nigeria's ranking dropped from 121st position in 2008 index to 130th position with a corruption perception index of 2.5 to 2.7 and confidence range of 2.3 to 2.2 by implication, corruption is waxing stronger despite the involvement of several federal agencies in the war against corruption such as economic and financial Crimes Commission (EFCC), and Independent Corrupt Practices Commission (ICPC) (Dania & Emuebie, 2012). Also in 2009, the United State of America (USA) classified Nigeria as a "security risk state" and a "terror prone nation" along with fourteen other countries namely; Yemen, Algeria, Iraq, Lebanon, Pakistan, Saudi Arabia, Somalia, Libya, Afghanistan, etc. when Umar Farouk Abdul Mulillaba, a 23 years old Nigerian based in London attempted to bomb a US bound aircraft to Detroit.

In recent times, Nigeria has witnessed an unprecedented plaque of crisis and insecurity, each leading to loss of lives and destruction of properties. According to Ezeoha (2011) "Security means stability and continually of livelihood, predictability of relationships, feeling safe and belonging to a social group. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity.

These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood. Beland (2005) defined insecurity as "the state of fear or anxiety stemming

from a concrete or alleged lack of protection." It refers to lack or inadequate freedom from danger. In this same vein, Oshodi (2011) argues that one sure way of tackling the corruption and insecurity situation in Nigeria is to accord the field of social studies a pride of place in policy formulation and implementation to promote national cohesion and integration. Based on the prevailing situation as observed above this paper will try to capture the concepts of corruption, insecurity, context of social studies and examine the role social studies will play in solving the problem of this menace (corruption and insecurity) and thereafter recommendations will be made.

CONCEPT OF CORRUPTION

Etymologically, corruption is derived from a Latin word "corruptus" which means to break or destroy. Literally, corruption means to break away or depart from morality, ethics and civic virtues. Further explanation of each of these words will give us better understanding and insight:

1. **Morality implies:** morals, principles, values, goodness, decency, probity, honesty, integrity etc.
2. **Ethics means:** moral code, belief, tradition practices, habits, conventions, customs, laws rules, regulations, commandments, decrees.
3. **Civic virtues:** public opinion of merit and quality.

Going by the above definition corruption is a break away from what is good and right. Oxford Advanced Learner's Dictionary on the other hand defines corruption as Dishonesty (which in other words is deceitfulness, fraudulence, lying, untruthfulness, treachery, duplicity).

Black's law dictionary (1979) defines Corruption as an act done with the intent to give some advantage that is inconsistent with official duty or rights to others., or the act of an official or fiduciary person who under fully uses his station or position to procure some benefits for himself or for another person, contrary to duty and the rights of others.

The Word Bank (2000) defines corruption as:

"The abuse of public office for private gains. Public office is abused for private gain when an official accepts, solicits or

extorts a bribe. It is also abused when private agents actively offer bribes to circumvent public policies and processes for competitive advantage and profit. Public offices can also be abused for personal benefit even if no bribery occurs through patronage and nepotism, the theft of state assets or the diversion of state revenue.

Microsoft Encarta Encyclopedia defines it as:

"Wrongdoing by those in a special position of trust. The term is commonly applied to self - benefiting conduct by public officials and others dedicated to public services"

Transparency International (2008) defines corruption as the misuse of entrusted power for private gains.

The Political Bureau (Nigeria) cited by Rasheedat, (2006) state that:

Corruption include the inflation of government contracts in return for kick back; frauds and fabrication of accounts ... the taking of bribes and perversion of justice among the police, the judiciary ... and the various heinous crimes against the state in the business and industrial sector of our economy, collusion with multi-national companies such as over-invoicing of goods, foreign exchange swindling, hoarding and smuggling.

Also, the Asian development bank posit that corruption involves the behaviour on the part of officials in the public and private sectors, in which they improperly and unlawfully enrich themselves and on these closely related to them, or induce others to do so, by misusing the position in which they are placed.

Section 2 of the Independent Corrupt Practices and Other Related Offences Commission Act 2000 defines corruption to include "bribery, fraud and other related offences". The most common type of corruption by this definition is bribery - which refers to the giving or taking of money or any kind of favour in return or exchange for undue advantage over other people. Other types include: abuse of power in any form or degree, extortion, embezzlement, inflation of contracts, kickbacks, diversion of

funds, falsification or suppression of record, perversion of justice, electoral malpractices, examination malpractices, drug trafficking, money laundering, abuse of selection processes, nepotism, sexual exploitation, gratification and so on.

From the above definitions, a number of deductions can be made about the nature of corruption:

- It involves the abuse of office.
- It involves the subordination of the interest of a larger group for personal interest.
- It is not limited to monetary issues.
- Its many different forms include bribery, kick-backs, falsification of account, fraud, theft, diversion of state assets, nepotism, perversion of justice and all other "improper actions and transactions aimed at changing the normal course of events..."
- Where bribery is the issue, both the givers (supply) and the takers (demand) are culpable.
- It is not limited to the public sector (Rasheedat, 2006)

Corruption is all encompassing. It is more than public, material, and financial inducement, it extends to sexual favour, unjustified appointment to offices, promotion to next cadre and admission to institutions.

Causes of Corruption

Corruption is caused generally by greed, lack of positive values, porous system, weak enforcement and oversight mechanisms, excessive materialism, societal pressure, lack of virile welfare structures, insecurity of employment tenure, indiscipline, Inordinate desire for wealth accumulation (get-rich-quick-syndrome), poverty of the mind, nepotism (partiality, favoritism, preferential treatment, bias, discrimination etc), and lack of genuine fear of God. Other causes of corruption in Nigeria according to Edinyang & Usang (2012) include: weak government institutions; poor pay incentives; lack of openness and transparency in public service; absence of

key anti corruption tools; ineffective political processes; culture and acceptance of corruption by the populace; absence of effective political financing poverty; ethnic and religious differences; and resources scramble. These and many more forms the causes of corruption

Factors that Promote Corrupt Practices in Nigeria

According to Akinola (2013), there are several factors that make corrupt practices thrive in Nigeria, this include:

- i. Societal Value:* The Nigeria society seems to have placed much value on materialism. This makes many people to go to any length to belong to the class that matter and are recognised in the society. These sets of people corruptly enrich themselves to get chieftaincy titles and to belong to comfortable Nigerians.
- ii. Socio-cultural factor:* Some cultures and religions support marrying many wives. The pressure and burden of catering for the large family size may push such man to corrupt practices.
- iii. Love of money:* This is assuming a dangerous dimension in Nigeria. It leads to such unwholesome attitudes as human, sacrifice and ritual, prostitution, human trafficking, diversion of salary into fixed deposits, failed contracts, embezzlement of capital votes, diversion of pension fund and many other corrupt practices.
- iv. Leadership factor:* Leadership values of our founding political fathers are fast becoming archaic. The cases of corruption among our political leaders have become daily occurrence in our dailies. Pension fund corruption and Farouk - Otedola saga are still fresh in our memory
- v. Followership factor:* This is a situation where followers persuade their leaders to steal in order to meet their gullible appetite. Followers pressurise their leaders to share money instead of embarking on beneficial projects.
- vi. Poor salary scale:* The salary scale of political office holders is comparable internationally while that of public servants and other

civil servants cannot cope with economic realities of the day. This scenario tempts those that have access to public fund to steal. That is why there are cases of corruption in admission, employment, contract and embezzlement.

- vii. **Family system:** The extended family systems of taking care of relatives' children make some people fall into trap corruption.
- viii. **Corrupt practices are not properly punished:** Some were jailed for corruption and the day of their release was a day of rolling out drums by well wishers and what follow was to give their wife juicy political office. This encourages many people to be involved in this dastardly act.

Effects of Corruption

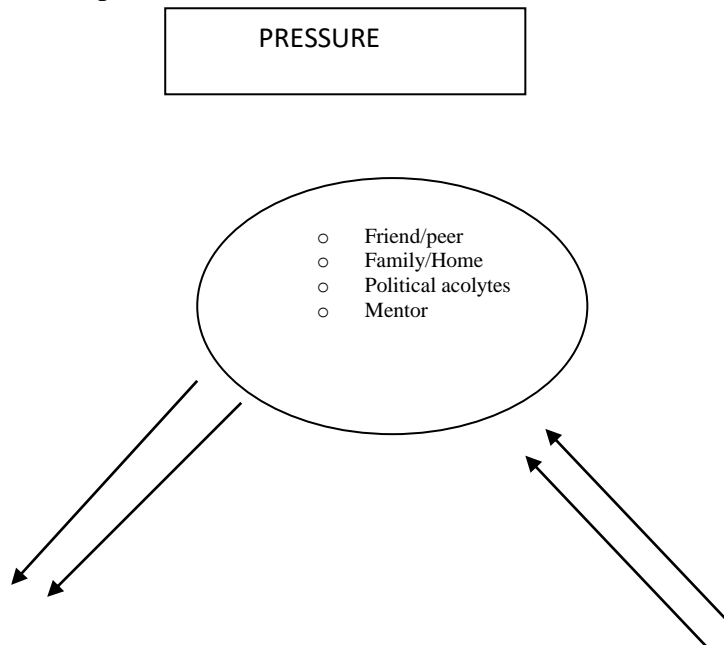
Corruption is a widespread phenomenon and its effects are immeasurable. It leaves an economy with an untold hardship. However, the effects of corruption are felt in the economic, political and social spheres either directly or indirectly. Although the direct costs of corruption may be high in terms of lost revenue or funds diverted from their intended use, the indirect costs in terms of the economic distortions; inefficiencies and waste resulting from corrupt practices are more problematic over the long-term and thus make it more difficult to address (Gbenga 2007 cited by Rotimi, Obasaju, Lawal, Adedoyinlsola and IseOlorunkanmi, 2013). An effect of corruption to the ration in general and to us as a people is colossal; for example:

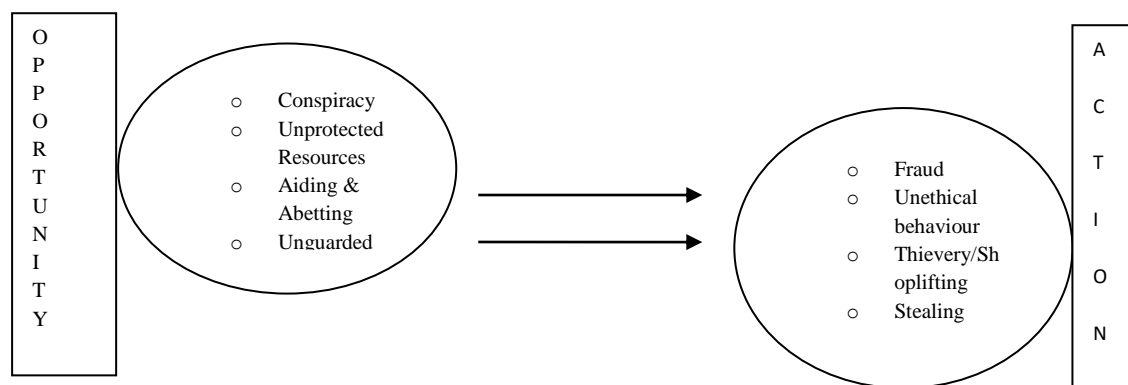
- i. **It undermines the national image-** a corruption ridden country stinks in the comity of nations and meaningful investments cannot be attracted nor can developmental cooperation be established because every Nigerian is viewed as corrupt and dubious outside. For instance, Nigeria has been consistently ranked among the most corrupt country in the world by Transparency International.
- ii. It threatens the very survival of a nation as it prevents the provision of basic social amenities for the citizenry. The money meant for development is often pocketed by a few thereby making good governance impossible. It has affected our health sectors not to talk of

our educational institutions, intact it has affected every sector of the economy. As at today, not even one of the Universities in Nigeria is rated among the first 200 in the world and none is rated among the best in Africa. Corruption generally erodes standards to abysmal levels. Quality of goods and services cannot be guaranteed in a corrupt society.

- iii. Corruption aggravate unemployment and under development.
- iv. It engenders mass poverty and thwarts efforts to overcome it.
- v. Most infrastructural decay and unsatisfactory provision of amenities can be traced directly or indirectly to corruption. There is a total collapse of power and road net work in the country today due to corrupt attitude of past leaders.
- vi. It erodes the ethical base of society: -as due diligence, excellence, honesty, merit and integrity are discouraged.
- vii. It breeds all kinds of crimes and vandalism :- arm robbery, kidnapping, youth agitation etc.
- viii. It lead to massive brain drain:- a great number of Nigeria best brains have been driven to other part of the world where they now spearhead developmental and scientific exploits.

Figure 1. Kpakpin Corruption Model





Source: Adapted from Rotimi et al.(2013)

Figure 1 presents kpakpin corruption model comprising the trio (Pressure, Opportunity and Action). The nexus within the trio is the channel through which fraud or corruption practices manifests. For any form of corruption or corrupt practice to manifest, the trio channel must come to being and be realized. These components could be internal or external (i.e. from within and outside) and sometimes, it could even be both. Pressure within is endogenous, in built, intuitional, deliberate and premeditated in nature. Most time, pressure within is attributable to undue development appetite for reckless or spendthrift life style which might necessitate uncontrollable spending that the available or expected income stream cannot accommodate or satisfy without dearth. Meanwhile, external pressure is exogenous; it includes pressure emanating from the environment outside the reach of an individual. This includes but not limited to pressures from friends, relatives, political acolytes, religious group members and community group members. In most instances, this manifestation is as a result of trying to meet the expectation, yearning and aspiration of the mentioned groups rather than self-aggrandizement.

In doing this, the journeys to search for corrupt opportunities or openings commence. Of course such corrupt searches are always born out of crookedness, dishonesty and wantonness. It is treachery and executed using every available means to satisfy the corrupt appetite which most time could be socially inclined. When an opportunity is established, action is struck which is the third and the last of the above model. At this stage all the components have being fully practiced towards accomplishing the hydra-headed monster eroding the value system of the economy.

Corruption occurs as a result of uncontrollable pressure given room for opportunity for the purpose of an action to be struck for the accomplishment of fake fame. An instance of this is the noticeable nefarious acts of some law enforcement agents who illegitimately block the high and express ways extorting money and other valuables from road users and also causing unsolicited accidents for innocent souls. In this situation, pressure emanates from boss, family needs, peers and even undue envy from colleagues at work. Next, they scout for opportunity operations (Illegal road block, illegal task force among others). This is then complemented with action. In addition, pressures evolve from homes sometimes due to poor remuneration or careless management of resources making their resources insufficient to cater for their necessary needs while some other individuals, it could be due to unsolicited boost of egos.

CONCEPT OF INSECURITY

Maslow (1954) describe an insecure person as a person who perceive the world or sees it as threatening Jungle and most human being as a dangerous treacherous, selfish, feels rejected and isolated person, hostile, is generally pessimistic and unhappy, shows sign of tension and conflict tends to turn inwards, is trouble by guilt-feeling etc.

Free online Dictionary (2013) sees insecurity as the state of being subjected to danger or injury or the condition of being susceptible to harm or injury. Insecurity also mean state of being exposed to risk anxiety, insecurity is the anxiety you experience when you feel vulnerable and unsafe.

Wikipedia free encyclopedia (2013), define insecurity as a feeling of general unease or nervousness, that may be triggered by perceiving oneself to be vulnerable or inferior, a sense of vulnerability or instability which threaten oneself image or ego. Therefore insecurity can be defined as the general unease, lack of safety, sudden or unexpected interruption of educational activities.

Theory of Insecurity

Eme and Anthony (2011) identified three (3) major contending approaches to the understanding of insecurity in Nigeria i.e. the armed robbery theory, wobble economy theory, and the opposition ruling party theory.

Armed robber theory:- This postulate that the high wave of armed robbery is primary responsible for high level of insecurity in Nigeria. This theory therefore recognizes the existence of armed groups of varying character and intent operating in Nigeria. The armed robber theory conclude by arguing that as a result of Zero-sum politic combine with the prevalence of armed groups provided easy marriage between insecurity and terrorism. Armed group have taken advantage of the opportunity presented by being hired hands and have now developed their own bases of economic support (armed robbery), there by fleeing themselves from their political patrons.

The second theory of insecurity as postulated by Erne and Anthony is the ruling opposition party theory. According to this theory, the ruling party always accuses the opposition parties and other branded ant-democratic force of engaging in violence in order to truncate the democratic process of the country. According to this theory, the only way to get even with the government is to create crises for it. In view of the theory, one can conclude that the country has witness myriad of insecurity or unprecedented level of insecurity, inter and intral communal clashes, insurgency terrorism, armed robbery, kidnapping, abduction, assassination bomb explosion have bee;; on the increase leading to-massive dislocation loss of life and properties and general atmosphere of siege and societal tension pervading the social economic and educational life of the citizen (Ibrahim and Igbuzor, 2012).

The third theory of insecurity is the wobble economy theory i.e the fall out that the general economic meltdown or global economic crises couple with the worsened economic of the nation also has it's own fallout on insecurity. This theory posit that as a result of the grown armed of qualified armed and unqualified youth competing in the already saturated labour market there is a tendencies for (hem to be recruited and exploited as hired

killed or assassin, thugs and terrorists there by constituting security treat the educational system. This further reveals that as a result of high level of poverty among Nigerians the youth are adversely attracted to violent crime.

Causes of Insecurity

There are many factors that are responsible or inimical to the general level of insecurity of individual, organization and the government. These factors include:

- **Ethno -Religious Causes:** Ibrahim and Igbozu (2012) are of the view that communal, societal and religious conflict have emerged as a result of new and particularized forms of political, religious consensus.
- **Political Based Causes:** politics in this present dispensation like the previous republic have displayed politics of anxiety which has played down on dialogue, negotiation and consensus. The anxiety is as a result of perceived real loss of power by an elite stratum, put differently the quest for political power among these elite that it before these that lost its and those who want it back. The out of the last 2011 presidential election and the permutation and stragglizing about the control and retention of power for 2015 election has culminated into a lot of tension acrimony, disunity, terrorism act and insecurity at large (Erne and Anthony, 2011).
- **Unemployment:** Erne and Anthony posits that as a result of high unemployment, graduate without jobs have been subject to a lot of mental torture in the process of securing a job and this has made them to be involved in all sorts of indiscipline, terrorism and other social vices.
- **Social and Political injustice people tends to result to various acts of insecurity** i.e terrorism, insurgency, when they are trying to write what they perceived to be a social or political or historic wrong when they have stripped of the land or denied of their right or deprived of their properties.

- The belief that violence or insecurity acts or threat will be effective or usher in change. This is another way of saying this is the belief that violent means justice the end.

Effect of Insecurity in Nigeria

According to Eme & Anthony (2011) the effect of insecurity in a polity includes:

- 1.Social dislocation and population displacement.
- 2.Social tensions and new pattern of settlements which encourages Muslims/Christians or members of an ethnic group moving to Muslim/Christian dominated enclaves.
- 3.Heightens citizenship question and encourages hostility between "indigenes" and "settlers".
- 4.Dislocation and disruption of family and communal life.
- 5.General atmosphere of mistrust, fear, anxiety and frenzy.
- 6.Dishumanization of women, children, and men especially in areas where rape, child abuse and neglect are used as instruments of war.
- 7.Deepening of hunger and poverty in the polity.
- 8.Atmosphere of political insecurity and instability including declining confidence in the political leadership and apprehension about the system (Ibrahim and Igbuzor, 2002:13).
- 9.Governance deficit as a result of security agencies inefficiency and corruption.

THE CONTEXT OF SOCIAL STUDIES

There are no universally accepted definitions of Social Studies because of the eclectic nature of the discipline. That is, the subject selects its content from a wide variety of disciplines such as Geography, Economics, Political Science, History, Sociology, Anthropology, and Archaeology among others. Changes are taking place in almost all spheres of life in the society including education. In Nigeria Social Studies as a subject has been incorporated into our educational system. So many questions have been raised in an attempt to define Social Studies. Such questions include, amongst others: What is Social Studies? What does it

entail? Why is it necessary when we have other subjects in the social sciences and the humanities in our educational institutions and so on.

However, Frost and Rowland (1969) defined Social Studies as an essential studies of human relationship, like human to human, human to institutions, human to physical environment and human to value systems. This implies that the subject is one that encourages attention to be given to the process of living and working together, using of the environment to met basic human needs, customs, institutions, values and life situations, cultural heritage and its dynamic on-going characteristics.

Also in defining Social Studies, Adaralegbe's (1980) described the subject as a "study of man's mutual interaction with his physical, social, political, religious, economic, psychological and cultural environments.

Quartey (1984) in his own view defined Social Studies as a "study that equips the youth with tools necessary in solving personal and community related problems". Thus, Social Studies will not mainly aim at giving out knowledge, but it will equally emphasise on inculcating a certain distillate knowledge which will assist humans in acquiring the tools necessary for life. Such tools are knowledge, values, attitudes and skills. These tools are expected to assist the learner in solving both personal and community related problems.

In 1992, the National Council for the Social Studies (NCSS) adopted the following definition of "Social Studies":

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help 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 interdependent world. (NCSS 1992)

This definition implies that, the goal of Social Studies purely revolves around citizenship education, education for cultural integration and sustainable living.

Lawal (2003) cited by National Open University of Nigeria (NOUN) (2008) defined Social Studies as a discipline which attempts to modify or change the learners' behaviours in the directions of acceptable values and attitudes through a process of studying human beings relationship with his or her environment and with the desire to provide solutions to various complementing problems in order to ensure his/her survival, having been equipped with the necessary tools such as values, attitudes, skills and knowledge.

The Nigeria Educational Research and Development Council (NERDC) in 2008, after observing the growing pains and aches of the national education system, describes Social Studies as:

Those common learning of man's interactions with social and physical environment. It is not only a study, but a way of life how man influences and is influenced by his physical, social, political, economic, psychological and cultural environment. Social Studies is different in its nature, content and approach and is a unified and integrated course of studies which utilises the systems approach in viewing and attacking social problems.

The above definition indicates that Social Studies overlap most of other subjects in the curriculum. A close look at the few definitions given above indicates that any good definition of Social Studies stresses the following:

1. The individual as a man.
2. The relationship of man to the Society.
3. The relationship to the environment.

Social Studies can be regarded as a reflective inquiry whereby citizens are trained in the process of making rational decisions when laced with complex situations. The clarification of values and the acquisition of knowledge and skills that would lead to making rational decisions and functioning successfully in a democracy, is the hall mark of reflective inquiry.

However, National Teacher Institute (1992) stated the following definitions which are relevant to the meaning of the discipline (Social Studies). Social Studies can be defined as:

- a) The study of man in his environment.
- b) A way of life, a practice of living effectively within one's immediate cultural environment and the modern world at large.
- c) The application of the relevant knowledge and skills from the social sciences, art and science for better living.

- d) A discipline in which the teaching and learning of attitudes and skills over-shadow the acquisition of facts and information.
- e) A subject designed to enable individuals become socially competent and efficient.

By and large, from all these definitions, it could be deduced that Social Studies pays attention to man within the context of his environment but not just to man and his environment par se.

Social Studies have a relatively wide scope due to its eclectic nature. In fact, it deals with man in his physical, social, economic, political, historical and cultural environments. Furthermore, in order to reflect the real existence of man within his culture in terms of social and physical relatedness to his fellow men and the outside world at large, Social Studies has been made an integrated social science subject. However, the integration has made it possible for the subject to have disciplinary ability and capability not found in other social science disciplines with which it integrated.

According to Dike (2002) in Dania and Emuebie (2012) the objectives of social studies can be classified into three broad groups, these include:

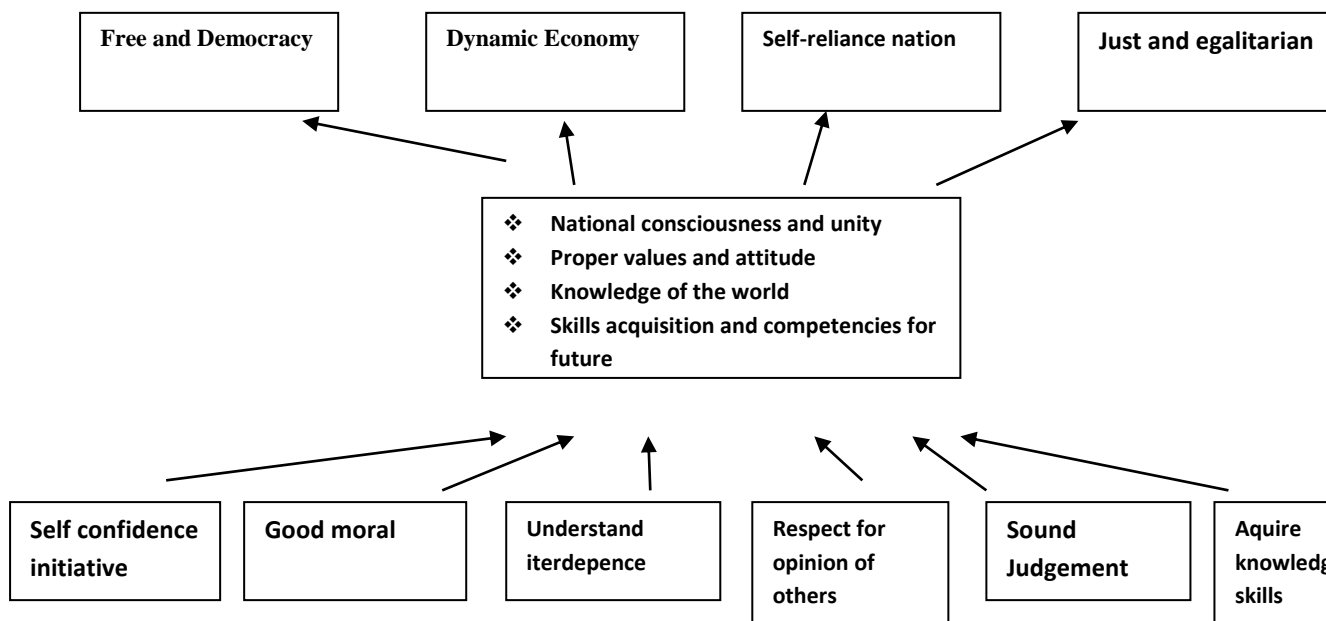
1. **Knowledge and understanding:** Of basic facts of the physical, social and political environment. This also deals with information n rule of law, democratization process, unity in diversity and sustainable development.

2. **Acquisition of basic skills and aptitudes:** Necessary for critical thinking: analyzing information, expressing opinions and ultimately reaching sound judgement.
3. **Development of healthy positive attitudes and values:** Such as cooperation, hard work, open-mindedness, honesty, integrity, trustworthiness, participation, justice, fairness, tolerance, transparency, courage, etc.

Definitely, these laudable goals and objectives of teaching social studies in our institutions are hinged on the National philosophy of Nigeria and National Goals of Education as stated in (FRN, 2004)

- i. a free and democratic society;
- ii. a just and egalitarian society;
- iii. a great and dynamic economy;
- iv. a united, strong and self-reliant nation; and
- v. A land of full opportunities for all its citizenry.

Fig 2: Relationship between National Goals, Educational Objectives and Social Studies Objectives in Nigeria



Sources: Dania, P.O and Emuebie, J.E. (2012)

Invariably, to achieve these ideas of national development, social studies education would produce detribalized, patriotic, flexible and objective citizens who would be able to adapt to changes in order to suit the prevailing needs and interest of the nation.

Relationship between the Philosophical Background of Social Studies and Nigeria's National Policy on Education

As earlier highlighted in the preceding section, the philosophy of Nigeria's education is premised on specific objectives. In order to effectively realize these objectives the National Policy on Education (2004) Section 1(2) emphasizes that the quality of instruction at all levels of our educational system should be oriented towards the inculcating of some values which include:

- a) respect for the worth and dignity of individuals;
- b) faith in man's ability to make rational decisions;
- c) moral and spiritual values in interpersonal and human relations;
- d) shared responsibility for the common good of society;
- e) respect for the dignity of labour; and
- f) Promotion of the emotional physical and psychological health of all children.

The recognition of these values in the National Policy on Education as being essential in the realization of our national goals implies that a subject like Social Studies which incidentally is a value-oriented or affective-based subject is capable of playing a key role in the inculcation of these values. This is not saying that Social Studies can single-handedly achieve this task. Other subjects are capable of equally assisting. By their differences in nature, content and methodology, each subject has its own basic functions as well as peripheral responsibilities (NOUN, 2008). If we critically look at the national objectives of education in Nigeria and those values they should promote, it could be noted that words and phrases such as "national consciousness", "national unity", "attitudes", "skills" and "competencies" etc. are quite prominent. The focus of Social Studies and its philosophical background which emphasizes human interaction among themselves, societal values and problems as well as their environment, can make the subject have a comparative advantage of being very suitable for

the accomplishment of such objectives relating to national consciousness, national unity, and inculcation of right type of societal values over other existing bodies of knowledge. Social Studies can therefore be taken as one discipline which effective teaching is capable of promoting those values that the quality of instruction should emphasize as stated in the National Policy on Education.

The Goals of Social Studies Programme

Lawton and Dufour (1976) observed that, the goal of Social Studies should be the development in children a critical and balanced awareness. This is needed for the development of positive socio-civic attitudes and values in the learners, thereby reducing the chances of indoctrination in them through the teaching-learning process. Collaborating this view Ogundare (1988) stated that, the modern Social Studies programme emphasizes the promotion of how to think over what to think.

This is the sole reason why Lawal & Oyeleye (2003) elucidated that the main goal of a Social Studies Programme should be to help students develop the ability to make decisions so that they can resolve personal problems and contribute to policy making processes. They went on further to argue that Social Studies is expected to help students to find ways of acquiring skills and values needed for dealing with and shaping the future, through the process of developing a positive perspective that will allow construction, planning, creativity and innovation. Specifically, the goals would normally include:

- i. Developing well informed and responsible citizen;
- ii. Developing children who would possess the ability to deal with questions of what ought to be? And what can I do about it?
- iii. Building attitudes and values that are consistent with society's desires;
- iv. Developing in learners skills such as those involved in reporting, acquiring and classifying data (reflective thinking/inquiring skills);
- v. Developing the appreciation and understanding of learners cultural heritage and its role in contemporary society;

- v. Acquisition of academic knowledge and skills related to the study of the human actions, and their consequences as they live individually as well as in groups and societies, in a variety of places and timelines;
- vi. Using the Social Sciences, humanities and sciences to describe social phenomena.

NOUN (2008) explained that the need for establishing Social Studies programmes arises when a society determines that it requires formal instruction to develop a common set of understanding, skills, attitudes, and actions concerning human relationship among members of the society. So the introduction of the discipline at any level in any nation is basically aimed at producing citizens with skills, competencies, moral values and reasoned judgements required to effectively live, interact, interrelate and contribute positively to the economic, social, political and cultural development of the Nigerian society in particular and the world in general.

Categorising the Goals of Teaching Social Studies

Ogundare (2000) cited by NOUN (2008), highlighted four general motifs under which the goals of Social Studies can be categorized. These are:

1. Concern with Self-Esteem;
2. Concern for Right and Wrong;
3. Concern for others; and
4. Concern for the World.

Concern with self-esteem: This is related with the development of self-esteem and a strong sense of identity. Some of the goals of Social Studies programme that can be classified under this concern are:

- Acquisition of appropriate skills and attitudes to be a lifelong learner;
- Ability to communicate effectively;
- Competence in conducting activities necessary for research, critical thinking and problem solving;
- Ability to recognize and capitalize upon relationship between school subjects as well as integrate experiences with academic knowledge;

- Awareness and use of primary sources.

Concern for right and wrong: This is related to the development of ethics and the goals that can be put under this include:

- Commitment to democratic values and ethical standards;
- Ability critically and to analyse one's thought and actions.

Concern for others: This is related to the development of group and other-centredness. The goals categorized under this include:

- ❖ Ability to function effectively as a member of variety of political, economic and social groups such as the family, market place and the community;
- ❖ A sense of efficacy in analyzing and participating in contemporary affairs, public matters, and global issues; and
- ❖ Understanding of the significance of one's own past life in relation to current social issues.

Concern for the world: This emphasizes the development of a global perspective of issues. The goals of Social Studies that can be categorized under this concern include:

- ✓ Respect for cultural diversity, knowledge of diverse cultures, and their inter-cultural competences;
- ✓ Understanding of and appreciation of the world and its characteristic features;
- ✓ Knowledge of temporal and spatial relationships and of the world as a dynamic system.

Social Studies programme as a subject in African schools is one discipline that should make every school-going child to acquire relevant knowledge, develop the skills, attitudes and values that can facilitate his/her ability to identify his/her personality as an African with a rich heritage, worth of pride.

INSECURITY AND CORRUPTION: SOCIAL STUDIES AS A WAY OUT

Insecurity and Corruption are serious problems that can destabilize any developing nation not Nigeria alone. Social studies as a

"Problem-solving programme" and is expected to help learners solve their societal problems (Makinde, 1979).

According to the NPE (1981) the philosophy and goal of Nigerian education for social studies is the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and contribute to the development of the society (by fighting societal vices such as insecurity and corruption). The aim of establishing social studies at all levels of our educational system is to develop in the student an appreciation of his cultural heritage and a desire to preserve it and not to destroy it with social vices.

Briggs (1930) cited by Edinyang & Usang (2012) stated that education is a long-term investment by the state to make itself a better place in which to make a living" (p. 102). What this statement simply means is that education is an instrument of change and transformation in order not to lag behind in changing times and changing conditions. This is what social studies as a subject was established to achieved.

It is truism that our society (Nigeria) today is being plagued by social vices or evils like prostitution, human trafficking, greed, selfishness, kidnapping, bombings, terrorism excessive profiteering, embezzlement, thrift, statism, arms struggles and other irresponsible behaviors by citizens of this GOD blessed nation. Social studies can help greatly to educate the youths on the importance of peace and security in our dear nation and also to how to shun corruption. Social studies as a discipline if properly programmed and effectively taught, should help to solve social problems thar are facing developing countries (Nigeria) where the old norms are fast losing their grips and no effective substitutes to replace them (Arisi, 2011). No nation is self sufficient or can produce all her needs, it is therefore necessary to understand the relationships existing between one society and another. Various topics concerning corruption, safety and national security are designed to produce good citizens that will promote national consciousness, national unity, and inculcation of right type of societal values. It inculcate in students international understanding by emphasizing the essential oneness of the human race to realize the growing interdependence of nation and people.

Social studies as a value free and value laden subject has the capacity to build sound morals and integrity in all facets of the society, It serves as an aid to change, by changing the value system of the people and as a means of solving the menace of insecurity, re-appraising undue obsession to materialism and primitive wealth accumulation which is the major cause responsible for the current state of the Nigerian nation which will invariably thwart national development.

Furthermore, in solving the problems of insecurity and corruption in Nigeria, Mezieobi (2012) stated that social studies can help solve societal problems (insecurity and corruption) in the following ways:

- 1.The study of social studies, particularly some of the new frontier areas i.e civil education and citizenship education, will expose its beneficiary to all socio-civic competence and effective citizenship such as inspiring feelings of patriotism, and these will make them socially distant from kidnapping, bombings, terrorism, corruption and corrupt induced practices, temptations, incentives and circumstances.
- 2.The study of social studies will inculcate worthy attitudes and habits (worthy character development) that will go a long way in eliminating insecurity and corruption by instituting needed changes for national development.
- 3.Through the enter-educate instructional mode in social studies, straining from bad behaviours, corruption inhibiting educative content can be taught in an informal entertainment looking situation through educational miming, entertainment oriented, students' group, social-drama or creative dramatic, storytelling, music, songs, dances, play list, role - playing, educational simulation, recorded video films or tapes as used in Venezuela and Hong Kong which can be replayed from time to time at the relaxation whims of the students The effects of the language vision oriented center educate instructional mode in social studies delivery with regard to arousing emotions, inner conviction, feelings and resistance against temptation to indulge in criminating activities, corruption and all it is synonymous with such as moral decay or depravity, organized begging,

chameleonic praise signing, lasciviousness and squander mania and enhancing interest and acceptance of positive change and tremendous.

4. The social content area of social studies curriculum debunks social maladies such as insecurity and corruption.
5. Social studies education in its integrated holistic frame, as against the other subjects in their separate fragments, is in a better position to analyze the parameters of insecurity and corruption in Nigeria viewing it as an integral whole and equipping the learner with cognitive skills to proffer well thought out recommendations that will defuse criminal act and corruption and put right values on the right pedestal.

Social studies education by virtue of its nature and content is able to bring about the desired change because it places premium on prevention of criminal act and activities, corruption prevention, avoidance, resistance, non indulgence or abhorrence via right character, propelled self discipline as against coercive discipline of the anti-corruption efforts or commissions (EFCC, ICPC etc).

CONCLUSION AND RECOMMENDATIONS

The challenges of insecurity and corruption in achieving the philosophy of Nigeria's education seem to defile appropriate political solutions. However, Social Studies option is imperative if this war will be won. The National Policy on Education (2004) regards Social Studies as a compulsory core subject. The policy stipulates that the teaching of Social Studies Curriculum in our secondary schools must be seen as one of those avenues of establishing strong bases for the making of an effective citizens and forms a cohesive society free of corruption and insecurity in Nigeria.

Social studies as a subject taught in primary/junior secondary schools and tertiary institutions play an important role in societal related problems in enhancing cultural values with the aim of addressing the problem of insecurity and corruption. In order to use social studies as a device of solving insecurity and corruption problems in Nigeria, the following ten (10) point recommendations are to be adhered to:

1. Social studies should be introduced at the senior secondary school level, which is a big gap yet to be filled.

2. Social studies curriculum should be restructured for effective promoting of value reorientation in the country.
3. Peace education, insecurity, social vices, corruption and value education should be highly integrated and emphasized in the implementation of social studies curriculum in at all levels of our educational system.
4. There is the need for qualitative training of teachers, regular revision of curriculum to accommodate contemporary issues, intensive appraisal of teachers and students performance as a feedback generating mechanism.
5. Social Studies teacher should be aware of tremendous responsibilities placed in their hand and be willing to inculcate the spirit of goodness, democratic values, leadership and followership, values and attitudes in promoting national consciousness, national unity, and inculcation of right type of societal values on students at all levels of our educational system.
6. Professional Social Studies teacher should make deliberate efforts to help students to examine the necessity of positive values, attitudes, skills and knowledge for the development and survival of Nigeria.
7. Teachers should make adequate use of resource persons in teaching specialized specific contents of instruction and make use of appropriate teaching resources in teaching contemporary societal issues.
8. Government should organize public enlightenment campaigns through National Orientation Agency (NOA), NYSC Orientation Camps, Seminars and workshops on how to shun corruption and deviate from criminal act/activities so as to promote National Development
9. Government, non-governmental organizations, international organizations and public spirited individuals should actively support in funding research in social studies education.
10. All hand must be on deck by ail stakeholders in education by making deliberate efforts in Social Studies education in solving the

problem of insecurity and corruption to create a Nigeria of our dream.

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