

Addaiyan Journal of Arts, Humanities and Social Sciences

© Addaiyan International Publishers

(An international Publisher of Research & Academic Resources)

Journal Homepage: <https://aipublisher.org/projects/ajahss/>

ISSN: 2581-8783 (Online)

DOI: 10.36099/ajahss.3.11.3

EMPLOYING SOCIAL STUDIES EDUCATION IN ACCOMPLISHING UNIVERSAL BASIC EDUCATION PROGRAMME FOR SUSTAINABLE DEVELOPMENT**BANKE, Susan Adinya¹, ZAKARI, Badamasi², AUDU, Muno Hosea³**¹(Ph D), Faculty of Education, Federal University Wukari²Faculty of Education, Federal University Wukari³Faculty of Education, Federal University Wukari**Corresponding Author***

BANKE, Susan Adinya

Article History

Received: 29.10.2021

Accepted: 03.11.2021

Published: 12.11.2021



Abstract: Most nations of the world are faced with the problem of minimizing poverty and other challenges and Nigeria is not an exception. Nations of the world have devised ways to end these challenges. And one of the ways out of these challenges is the introduction of sustainable development goals as organizing principles for meeting human development goals and to sustain the natural systems to provide natural resources and ecosystem services upon which the ecosystem and the society depend. Another major goal of sustainable development is how education can be used for national development. It is the focus of this paper to point out how social studies can be utilized in achieving the junior secondary school education program for sustainable development. The method used by this research is a theoretical framework.

Keywords: *Social Studies Education, Junior Secondary School, Sustainable Development and Curriculum.*

INTRODUCTION

Despite achievements in terms of increase in participation in Junior Secondary School Education, the system is faced with challenges. These challenges are prominent in the area of implementation (FRN 2005). One of the challenges in the implementation hinges on the employment of the traditional approach to curriculum development with reference to classroom pedagogy (Okam 1998).

The characteristic of the traditional approach is the separate classroom instruction in subjects like history, geography, sociology, and economics to mention just a few that have become instruments of organizing knowledge and dealing with the knowledge that comprises the curriculum. These subject disciplines constitute and represent separate subjects even at the junior secondary school level. This has given rise to major problems in junior secondary education in modern times. The separate approach disciplines have given rise to total disconnection of subjects which kill the vitality of modern curriculum in school (Dewey1952).

The single-subject approach encourages compartmentalization and highly specialized view of knowledge in the mind of young learners which is misplaced psychologically which is also detrimental at the junior secondary school level of education with a particular level of learners.

The single-subject approach has been challenged and criticized for rendering junior secondary schools less functional for continuous development of education and other benefits. Shamija (2005) observes that the traditional approach is restrictive and tends to run counter to the growing awareness of the social mobility function of education.

The traditional approach is dominated by rote learning and memory. In cases where other structures are used, it is not based on any serious educational thought or rational process. This has affected many junior secondary schools making them nonfunctional and the schools have failed to raise the aspirations of the learners. The traditional approach renders the learners incapable of being taught in imaginative ways to foster discovery and problem-solving at the junior secondary school level.

Information supplied through the traditional approach does not possess any retentive value and function for the learners. Okam and Kazi (2000) revealed that many Nigerian students failed to find self-respect and self-actualization at their junior secondary school level because the learners fail to perform brilliantly in academics and so are regarded as failures thereby feeling very insecure. It means at the junior secondary level, education has relinquished the responsibility of seeing that children have their needs fulfilled through education. It means primary education has ceased to be the baseline for providing educational development.

One of the major problems of junior secondary school education is the failure of the curriculum to harmonize the needs of the learners in relation to societal needs. The curriculum has not taken cognizance of the needs of the Nigerian society and concentrated more on the real or imaginary needs of the child, therefore failing to provide learners with appropriate education to benefit the children and their society.

REALITIES OF JUNIOR SECONDARY SCHOOL EDUCATION

The introductory part of this work shows that the traditional approach in junior secondary schools has relegated to the background the basic connection between curriculum and suitability with regards to the learner's needs. It means the junior secondary school as a baseline for the development of and nation has failed to convey to the learner's knowledge, beliefs, aspirations, and attitudes which are essential for living which helps in the realization of the sustainable development goals targeted by 2015 and now there is the national goal for 2030.

The national policy on education revised standard spelt out that education is supposed to be a fundamental happening in the lives of learners within the junior secondary school environment. The policy called on schools to use every available means to make education functionally relevant to the cognitive, affective, and psychomotor needs of the learners.

Azua (2005) observes that practical principle simply implies a practical application of learning experience divided into three main headings which include:

Attitudes:- implies the training of character and moral training and developing of sound attitude.

Skills- provide opportunities for the development of manipulation of skills to enable the learners to function effectively in society within the limits of their capacity.

Intellectual development:-Implies the recall or recognition of specific facts that serve in the development of intellectual abilities and skills.

The call for the realization of the junior secondary school education programme with equity implies among others that the instructional programmes of the curriculum associated with the junior secondary school should be geared toward making the learning become acquainted with the content and also employing knowledge to find what appeals to them. The curriculum is to assist the learner, grasping issues that are demanded in the National Policy on Education for the purpose of improving education and the society at large.

With this in mind, Bryan's (1974) observation led to the curricular reform movements into issues and realities which have effects on junior secondary school education. This major reason led to the establishment of curriculum integration in junior secondary school education in Nigeria.

CURRICULUM INTEGRATION AS COMPONENTS LINKING USEFULNESS OF SOCIAL STUDIES EDUCATION

The nature of social studies represents an interdisciplinary approach and according to Gina, Michella, Gina, Jodi, and Carrie (2006), there is a strong push to involve students in their learning to let them create their own understanding, to encourage critical thinking, and to increase students' responsibility in schooling. Integration translates this theory into practice (Joseph Nowicki).

Social studies are important in the preparation and mobilization of the learners for the purpose of enabling the students to cultivate an awareness and understanding that would transform them into citizens with skills, competencies, moral values, and reasoned judgments to effectively live, interact, inter-relate, and contribute positively to the economic, social-political and cultural development of their societies (Okobiah 1985). To Kissock (1981) the major goals of social studies is to create reflective thinkers or individuals who understand social science concepts and tools of study or individuals who accept certain precepts about good citizenship in their society.

Social studies has some qualities for indicating the right types of values, skills, and virtues of an individual through a unified, integrated, and interdisciplinary curriculum that the planners of Nigerian National Policy on Education gave it a prominent place within the core subjects of the junior secondary schools' curriculum in the 6-3-3-4 System of Education established in 1982, as against the separate system of the social sciences (Okobiah 1985).

Shamija (2005) observes that there are practices and processes which social studies uses to differ from the other disciplines. The first area of difference is where social studies derive its content from the social sciences, humanities, and the arts. It covers a broader area. Social studies is an applied field which fuses scientific knowledge with ethical philosophical, religious, and social considerations which arise from the process of decision-making as practiced by the citizens. According to Okam (2000) social studies is concerned with, the utilization of knowledge to improve the process learners uses from the social studies and humanities in making decisions about their individual behavior and the society in which they live.

Secondly social studies emphasizes on the processes by which these subjects are interconnected and inter-related.

Thirdly, social studies is a modern attempt at an interdisciplinary study of a topic, a problem, an issue, a concern or an aspiration and that is why it is a problem approach discipline through which man studies and learns about problems of survival in his social environment. It is in connection to this that Kisko (1985) observes an involvement of the minds of learners in special problems of the day to a sufficient degree so that the integrative nature of the subject does not suffer.

Fourthly, social studies are concerned with the dissemination of information, and development of social living skills, and the improvement of social attitudes and behavior.

Lastly, the most important aspect of the fundamental approach is meant to enhance an understanding of the interrelationships of all the structures which includes terms, concepts, propositions, laws, theories, facts, and generalizations that are up to the content of social studies and the content of other relevant areas of knowledge from the social sciences. The inter-relatedness and the inter-connection of social studies forms the basis of the act of teaching of the subjects.

According to Okam and Kazi (2000) most of the junior secondary schools have failed to provide learners with the appropriate education necessary to enable them to benefit the learners and the society.

Benefits of Social Studies Education as an Instructional Design

With the nature of social studies, there is a need to emphasize and display the process by which the content is interconnected and interrelated. It means the interconnection and interrelation of the human activities should be clarified in the minds of the learners. The content represents the roles they play in relationship to the various components of social studies which are examined in the tasks they represent at the junior secondary schools.

The Philosophy of Social Studies:-One of the primary functions of social studies is for the production of effective citizens preceding a cohesive society to support sustainable development.. The curriculum has to be functional which demands that social studies education needs to be problem-solving. It means social studies must possess relative and transfer values and display a purpose that relates to life situations. For the philosophy to be functional, relevant curriculum content should aim at integrating many related subject areas and disciplines to offer learners a holistic portrait of the man and his environment to be operational.

Nature of Social Studies:-Social studies has a different orientation because of where it derives its content from. The goals of social studies are geared toward the development of a Good Citizen: - It means the subject must be dedicated and devoted to forming values of both individuals and citizens. One of the aims is to improve the processes by which citizens use knowledge from the social sciences and humanities in making decisions concerning their behaviours and that at the society, social studies must be concerned with how science and morality can be made to complement one another (Adamu & Adole, 2015). It means social studies derive some content from ethical issues to speculate about the future state of affairs.

Curriculum development:- the content of social studies is used as an agency for solving problems created by the separate approach. According to Utulu (2005) social studies is aimed at incorporating interpretively, knowledge and inspirations from many realms of learning. The content is geared towards creating inquiring discourse and understanding among learners of different backgrounds and aspirations and as citizens, is obliged to share certain responsibilities and problems. The curriculum is expected to provide knowledge, structure, and process that have relevance to civilization. Social studies should offer a curriculum that is relevant and meaningful to learners' personal life and that of the society he finds himself.

Instructional Methodology

To achieve instructional vitality in classroom teaching at the Junior Secondary School level, learners should be involved and committed in an associated teaching-learning situation. Instruction should be structured to emphasize the development of skills, analytical reasoning, and issues that conform to society. This will help students develop a relationship that cuts across the various disciplines. Engle (1977) in Okam (2000) observes that teachers should involve the minds of learners in the social problems of the day to a sufficient degree otherwise the teachers' instruction in social studies will suffer. The role of the school according to Okam (2000) should be made to produce a society of intelligent and responsible citizens working toward improving the life of the learners. It means the school will be used as a laboratory where learners can openly investigate the happenings in the social environment.

Evaluation: For a meaningful Junior Secondary School Programme, the traditional approach should be phased out and evaluation in social studies should be monitored. A more systematic and comprehensive scheme for collecting evidence of learners' progress and growth in cognitive achievements, affective and psychomotor domain be devised. Okam (2000) posits that for there to be a meaningful social learning outcome, evaluation should be all-embracing.

Sustainable development as defined by Shaker (2015) is the organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources, ecosystems, and ecosystem services upon which the ecosystems and society depend.

FDSD (2018) defines sustainable development as a process (a way of doing things including principles and values) and as implying practical goals or desirable outcomes, such as the UN Sustainable Development Goals being developed in 2015. Sustainable development is represented simply as social, economic, and environmental progress, implying the need for balancing and managing the trade offers between them.

The sustainable development Goals, (SDGS) otherwise known as the Global Goals are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

There are Seventeen Millennium Development Goals which include new areas such as climate change, economic, inequality, innovation, sustainable consumption, peace, and justice among other priorities. Sustainable development goal number 4 is the fourth goal which is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The goals are inter-connected often the key to success on one will involve tackling issues more commonly associated with another (UNDP

2018). The desired result is a state of society where living conditions and resources use continue to meet human needs without undermining the integrity and stability of the natural system. Sustainable development means development that meets the needs of the present without compromising the ability of future generations. And education of the society is the best solution to achieve sustainable development goals.

THE LINK BETWEEN JUNIOR SECONDARY SCHOOL EDUCATION AND SOCIAL STUDIES EDUCATION

The importance associated with the issue of junior secondary school education enumerated from a variety of factors which are very vital is derived from

1. Preparation for useful living in the society
2. Preparation for high education.

The Junior Secondary School refers to education that is prevocational and academic designed to enable students to acquire further knowledge other than the acquisition of literacy and numeracy and also develop basic life skills. This level is for children between the ages of 12-14 years and it is a programme for three years (Joe project store 2018).

Effective implementation of the curricular underpinnings and implementation involved in teaching/learning situations must depend on professional teachers whose application and methodologies and styles of teaching can contribute to bringing innovations and developments associated with curriculum integration. The curriculum is supposed to produce an individual of autonomous thinking and responsible members of a society which explains the reason for including basis education at the junior secondary school curriculum. Basic education demands that the learner, the community, and the world of knowledge must be treated in their complementarities rather than antagonistically if education is to make any progress.

To help the Junior Secondary School programme to succeed, teaching must be based on addressing and bringing about a possible solution to issues and problems which have bearings on the life of the learner in relation to his community.

Bank and Clagg (1977) in Okam (2000) opined that if the learners are meaningfully exposed to the curriculum of social studies education this will enable the learner to exhibit certain behavioral characteristics like appreciating the nature of laws of social life, displaying intelligence, and genuine loyalty into high national ideals, possession of a sense responsibility as a member of social groups, display of loyalty to a sense of obligation to his city, state, nation and to the human race and possession of the intelligence and the will to participate effectively in the promotion of social wellbeing.

They explained that social studies education and Junior Secondary School both have curricular designs that are geared toward enabling the individual acquire and possess certain attributes and characteristics as, looking at issues with a democratic slant, believing in decency and fair play, forbearance, and respect for others, a commitment to an acquisition of the customs, traditions and national ideals of his country, welfare and to be pledged to raise the safeguarding standards for all and to belief in universal education.

There are inadequacies of education as mediated through the arts and the Social science disciplines to inculcate the norms and tenets of both the Junior Secondary school and Social Studies Education in the learner which has become very obvious. That is why a lot of seminars and workshops have been organized by NTI to abreast the teachers with modern methods.

There is a need to re-evaluate the educational system and the curricular of schools and colleges to enable scholars to evolve and emerge with philosophy and objectives and instrumentation for a functional Junior Secondary School Education and Social Studies Education in rapidly contemporary society.

Azua (2008) observes that people face problems and the decisions they make in the real-life situation are global issues and decisions because the problems are complex, cutting across subject matter which have to deal with belief about facts and values. Azua (2008) observes that the problems can never be resolved by looking at the problem from a single discipline. Zaria and Bulya (2006) warn that the critical times we live in demand a change and new orientation in handling issues concerning Social Studies Education and Junior Secondary School Education during teaching and learning situations. The changes in political, social, and economic spheres in many parts of the world need to be included in the curriculum like gender issues and environmental issues.

From the above discussion, it is possible to conclude that there is a shift from, the separate disciplines of the arts, social sciences, and humanities to a broad and integrative approach for better handling and for effectively coping with the challenges and opportunities associated with the single or separate discipline approach.

Features and values of the Universal Basic Education in Improving the Quality of Classroom Teaching in Junior Secondary Schools

Universal basic education is the foundation for sustainable life-long learning. It provides reading, writing, and innumeracy skills. It comprises a wide variety of formal and non-formal educational activities and programmes designed to enable learners to acquire functional literacy (Okonkwo and Amaka, 2013). The universal basic education includes Primary, Junior secondary, and Nomadic Education as well as Adult literacy. The programme was conceived as an instrument of national unity. At the Junior Secondary School, the main beneficiaries of the programme are children aged 12-14 years of age (Podcast, 2017). The Universal basic education was fashioned to inject functionality into the Nigerian school to produce graduates who would be able to make use of their hands, the head and the heart (the 3Hs of Education) (Adamu and Adole 2015).

From the following, there are several implications for the Junior Secondary school teacher to consider.

- The teacher should ensure that the content of education is functionally relevant to the needs of the learners.
- The lessons should be taught in such a way that emphasize is placed on part of the learner, a display of skill of analytical reasoning rather than rote learning.
- Learners should be adequately supported to enable them to apply what they have learnt to real-life situations.

- Lessons should be activity-oriented learning that offers the learner opportunity to practice skills which will assist him function effectively. This recommendation is in agreement with the view of Zaria and Bulya (2006), which holds that teachers should equip learners with the tools for making their contributions in terms of social changes and to give directions to the changes in the community.
- Teachers should consider the needs, aspirations, and problems of learners for personal and societal development. This also conforms to Utulu (2015) who argues that teachers should be much involved in the curriculum development process aimed at incorporating integrative knowledge and aspirations from other disciplines for the curriculum to be relevant.
- The teacher needs to achieve instructional vitality in the classroom if the learners must be involved and committed in teaching-learning situations. The teacher should employ methods geared toward supplying if the information of the subject matter as well as be committed to displaying processes by which the structure associated with the content are interconnected and inter-related.
- The instructional device should be meaningful and relevant with the content, goal, methods, resources, and materials that will help the delivery of the lesson.
- The teacher should be committed to phasing out the traditional approach to classroom evaluation of learners' performances. The new approach has to be comprehensive and systematic for collecting learner's progress and growth in the cognitive, affective, and psychomotor domains

Conclusion:

For Nigerians to realize the dreams of employing the education process as an effective instrument for mobilizing learners in the junior secondary schools for individual and societal development to achieve sustainable development goals there is a need to effect necessary changes to perceived objectives and situations in new ways. One of the instruments for effective classroom dispensation of the Universal Basic Education Programme is the use of social studies education, it follows then that Universal Basic Education has to derive content from within and not from outside.

The Universal Basic Education advocates the need to embrace fundamental skills. The model of the curriculum explains the mastering of certain core areas of knowledge; including social studies education for later learning.

The purpose of Universal Basic Education is a social control and the task and function to propagate, that people need to read and write so that they can communicate ideas. The Universal Basic Education is for social power and insight, with the above if properly handled, will go a long well to achieve sustainable development goals because all of them rest on the success of the Universal Basic Education Programme.

REFERENCES

1. Adamu, H. D. & Adole, R. (2015). Challenges of the Implementation of the Universal Basic Education Programme in Yobe State, *Nigeria and the Prospects for 2015 and beyond Global Journal of Politics and Law Research*, 3(2), 72-85.
2. Azua, Joseph V. (2008) *Foundations of Social Studies Methods Book Think twice Communication Gboko*
3. Bryan, T. (1974) 'Integrated Studies in Michael, R. and Malcom, C (eds) *Planning and Organization: A School Based Curriculum*. Glasgow: Robert Machehose and Company.

4. Chinelo,O.(2012).Educational policies program effect on attrition rate in primary school in Nigerian. *International Journal of Educational Administration and Policy Studies*.4 (2), 38-44. <http://www.academicjournal.org/IJEAPS>.
5. Dewey, J. (1952).How we think, London Macmillan Education Ltd
6. Dickson, K.A.(1985). “Education, Culture and Development” in Emeyou, E.N Okoli, (ed). *Education Culture and Development in Africa* 46-51. New York: PWPA.
7. Engle (1997) in Okam, (2000) Reading in new Development in Nigeria Education Issues and insights Jos Deka Pub
8. Federal Republic of Nigeria (2005) Nigeria Millennium Development Goals Abuja the National Planning Commission
9. Federal Republic of Nigeria.(2014). National Policy on Education Lagos: NERDC Press Joe Project Store (2018) The Relevance of Social Studies as a core subject in Junior Secondary School PROJECT-Final Year Research Project Topics-[https:// projects.comm.com.ng](https://projects.comm.com.ng).
10. Kissock, C. (1981). Curriculum Planning for Social Studies Teaching Chichester: John Wiley & Sons Ltd
11. Okam, C. C. (1998) Teaching Issues Insights and Problems in the Social Studies Education in Nigeria Jos Deka Publication
12. Okam,C..C. and Kazi, N. (2000) “Primary Education as the base for functionality: Implications for Curriculum Development in Nigeria Schools. *The Nigeria Journal of multidisciplinary studies* 4.1.(1)3 no 3pp 72-85.
13. Okam C. C. (2000). Reading in New Developments in Nigeria Education Issues and Insight Jos Deka pub
14. Okobiah O. S. (1985) “The New National Policy on Education and the Development of Social Studies Curriculum for the Nigeria Schools’ *The Nigeria Journal of Curriculum Studies* 2(1), 132-142.
15. Okonkwo. J. A. (2013) Postcast RSS Feed (2017). Universal Basic Education in Nigeria.<https://www.centrefort>
16. Shamiya, T. A. (2008). *Social Studies Educationin Introductory Text Selfers* Academic Press Ltd Makurdi
17. Shaker, R.R. (2015) The Spatial Distribution of Education Development in Europe and its underlying sustainability correlations *Applied Geography*63,304 -314-[doi-org/10-1016\(j.apgeog.2015.07.009p.305\)](https://doi.org/10.1016/j.apgeog.2015.07.009).
18. United Nations Development Programme (2015) Sustainable Development Goals [www.undp.org>content>undp>home](http://www.undp.org/content/undp/home)
19. Utulu, R.E. (2010). *The Curriculum and the Teacher, Theory and Practice*, Makurdi Selfers Publishers
20. Zaria, B.T. (2006). Types of Social Studies Instructional Materials: Fundamentals of Social Studies Ugo Printing Press Makurdi.