

ECONOMIC HARDSHIP, SOCIAL VICES AND INSECURITY: WAY FORWARD FOR A BETTER NIGERIAN SOCIETY IN THE 21ST CENTURY:

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Abstract

This research work examines teacher's evaluation of the adequacy of social studies contents in curbing moral problems in the 21st century among schools students in the Ibadan Metropolitan of Oyo State. The descriptive type of survey was carried out in the investigation of this study. Social Studies teachers in the Ibadan metropolis constituted the population while 104 Social Studies teachers were selected from 34 upper basic schools in the Ibadan. A questionnaire was used to collect the required data for the study. The result obtained from the finding revealed that constant lateness to school, fighting another student, cheating during the examination, dishonesty, poor attendance to classes and public display of lack of respect for teachers and administrations are some of the common immoral problems prevalent in the school. It was recommended that the school management should also put strict measures in place to curb immoral acts among the students in the school and the teachers should also put in their best behaviours to be worthy of emulations.

Keywords: Teachers, Evaluation, Social Studies, Curriculum, Contents, Moral, 21st Century and Students

Introduction

The word "morality" comes from the Latin word "mores", which also means "manners" or "morals". The term "moral" refers to a society's or a particular subgroup's code of conduct. In literary terms, morality refers to the pursuit of a virtuous life. Morals could be thought of as behaviors that help people interact peacefully in a given community. One of the operational subjects at Nigeria's basic and secondary schools is moral education or instruction. It is a field of study that focuses on how we should behave in society as moral actors (Njoku, 2017). Moral instruction could be described as values, norms and knowledge systematically selected and presented to learners to enable them function effectively in society. According to Okoli (1996), moral teaching refers to a set of organized information that was generated from a particular religion to assist man in achieving his own level of awareness into the universe's system. According to the Oxford Advanced Learners Dictionary's sixth edition, moral education is an

intellectual approach to teaching moral principles to students or a teacher's deliberate effort to foster moral autonomy in a student.

These social issues that have plagued society and had evident effects led to the introduction of social studies in part. To this extent, social studies was originally defined as “common learning of man's interaction with his or her social and physical environment” by the Committee on Primary School Social Studies Programme (CPSSSP) (2016) and the then Nigerian Educational Research Council (NERC), now Nigerian Educational Research and Development Council (NERDC) (2018). Both organizations go on to say that social studies is “not only a study, but also a way of life of how man impacts and is influenced by his physical, social, political, economic, psychological, and cultural contexts” (emphasis added). It is the entirety of the knowledge and experiences a child gains after being exposed to a course of study focused on the issues facing man in his or her surroundings, the contributing variables that typically influence man's interactions, and the consequent ways of life of man.

Studies curricula could be a powerful weapon for eradicating or at the very least drastically reducing the prevalence of the already recognized social problems, such as intergroup conflict. The way social studies professors view the subject curriculum is detrimental to the field's efforts to find a peaceful means of resolving problems amongst members of the community. It is clear that teachers' attitudes and beliefs influence how they act and make decisions both inside and outside of the classroom. Within the context of social psychology, an attitude is described as a subjective or mental getting ready for action. As stated by Souza-Barros and Marcos (2010), attitude refers to the visible and external stance of a person's ideas. Each person's attitude affects what they will eventually see, hear, think, believe, and do. The authors define attitude as a person's general predisposition to react favorably or unfavorably to an object, person, event, or institution.

The capacity for moral assessment and decision-making required to handle moral conflict that arises in real-world situations based on specific moral factors and justifications. This educational strand exposes students to real-world situations so that their decisions are intentional and informed by their moral autonomy. The growth of excellent judgment enables pupils to think positively about the issues that affect them and their surroundings. People have always advanced morally when they ignored the accepted morality of the day and suffered as a result. Norman

went on to explain that before acting on moral principles and standards, one must first become aware of them (Kayode & Adeyinka, 2017).

The foundation stone of moral beliefs is understanding and embracing cultural norms and traditions. According to some schools of thought, it is the role of the society to establish for its members the rules and conventions that result in the formation of moral principles. The next set of questions revolves on how each individual member of society is influenced and convinced to adopt these standards as a way of life, thereby fostering social harmony and peace. This is where religion enters the picture since according to these schools of thought morality is an essential component of religion and that morality's formulation and application are essentially religious issues (Omordu and Amaele, 2014). Morality has to do with doing what is right and seeking to do what is good, and that moral degeneration is the departure from the social norms of one's own community (Afuye, 2015). In this sense, there is a high level of actual violation of societal norms, ethnic norms, and all other sorts of inappropriate behavior.

Numerous initiatives have been done at various levels to preserve and revitalize Nigerian society's value system. The National Policy on Education discusses how education affects the development of attitudes and social behavior. The educational ideologies in Nigeria are:

- a. The development of the individual into a sound and effective citizen.
- b. The full integration of the individual into the community (FGN, 2013).

Through social studies and civic education in elementary through high school, the Nigerian government works to put these ideas into action. Such social studies are specifically taught in schools in Nigeria so that students can develop the skills necessary to be good citizens who can support the nation in accomplishing its goals and objectives. (Dania,2015).

Instilling proper values, critical thinking abilities, and life lessons needed to lead a successful life and advance the nation's sustainable growth, social studies were included to the secondary school curriculum. Lack of instructional materials, insufficient time and teacher involvement in curriculum development, poor or no motivation for teachers, corruption by law enforcement and politicians, and inconsistent government policies with regard to education are some of the challenges that have prevented and hampered the accomplishment of the stated

objectives of these subjects(Kayode-Olawoyin, 2017). However, civic education has only lately been included into the Nigerian educational system as a way to combat social issues.

However, it is regrettable that despite the objectives of the topic, present-day Nigerians exhibit terrible moral deterioration. As a result, moral issues in the country are a source of widespread concern. Nigeria's current moral education strategies are insufficient to address this moral crisis. It frequently happens to see immoral behavior that might spark arguments that result in conflict, social unrest, or political division. According to Ngohi, Idris, Muhammad, Muhammad, and Gwadabe (2020), such disorderliness affects the instruction of currently taught school subjects, and our schools' efforts to instill the proper types of values and attitudes among the country's youth and teenagers to embrace peace and friendly coexistence with one another remain insufficient.

Statement of the Problem

The moral decay in Nigerian society, which is manifested in persistent disobedience, dishonesty, social vices, sexual permissiveness, and other indicators of decadence, has received a lot of attention. Some people have said that Nigeria is going through a moral crisis as a result of the rise in immoral behavior and the increase in juvenile crimes. However, there are a number of potential causes for the majority of these immoral acts. Some of them might be traced to our public schools' disinterest in educating students about moral and ethical principles. The purpose of this study was to determine whether moral training might be used to reposition Nigerian youths in light of the potential roles that schools could play in their development.

Recently, at a Lagos Secondary School, the management was shocked to discover that some of their students had converted a spot in the school to a sex joint. The joint served as a place where male and female students went to have sex during school hours and watch pornography. It has since been dismantled by the school authority. A teacher in the same school disclosed that students had been watching pornography on their mobile phones during classes. A report also came to the notice of the school in another school that girls now take nude pictures, shared them among friends and upload it to the internet. Cases of cultism are no longer limited to higher institutions but also the educational system at all levels. The rape saga at Secondary School in different part of Nigeria leaves to be imagined. How low can we stoop in our society? Have we become a morally bankrupt society? The moral decadence in our society has reached

such a level that calls for concern; this has become a controversial issue, it is disheartening to know that the society we live in now is morally blind and deteriorated. Youth, especially in secondary schools, are the most hit of this menace, so sad to say. The level of depravity to which our youths have descended was made evident by the discovery in the Lagos secondary school mentioned earlier. Schools as Secondary educators should bear in mind that education should be all embracing, one that promotes Character and knowledge focusing on the development of all dimensions of their personality intellectual, character, spiritual, talents, physical and social. Students should be guided to embrace the values of self-reliance, honesty, diligence, entrepreneurship, self-esteem, and the ability to face the reality of life. Unfortunately, the reverse is the case, not only has morality dropped but also the standard of education. The curriculum of social studies Subject through all its contents was considered accurate. This calls for why the study investigated social studies teachers' evaluation of the adequacy of social studies contents in curbing immoral acts/behaviour.

Objectives of the Study

The study examined teacher's evaluation of social studies contents in curbing immoral problems among upper basic school students in the Ibadan Metropolitan of Oyo State. This study was specifically designed to:

1. To examine the various types of immoral acts prevalent among upper basic school students in the Ibadan Metropolitan of Oyo State
2. To find out social studies teachers' evaluation of the adequacy of social studies contents in curbing students' moral problems

Research Questions

The study was guided by the following research questions;

1. What are the various types of immoral acts prevalent among upper basic school students in the Ibadan Metropolitan of Oyo State?
2. What is social studies teachers' evaluation of the adequacy of social studies contents in curbing students' moral problems?

Methodology

The study adopted a descriptive study of the *expo-facto* type. This study invests on teacher's evaluation of the adequacy of social studies contents in curbing moral problems among upper basic school students in the Ibadan Metropolitan of Oyo State. Upper basic school social studies teachers were the target population. There are five urban local government areas and six semi-urban local government areas in the less-city. Two Local government areas were randomly selected out of the eleven local government areas in Ibadan Metropolitan area. One local government area was randomly elected from each of the strata identified above. Public (those owned by the government) and private owned secondary schools were randomly selected based on willingness of the school to take part in the study. A total of 132 social studies teachers were purposively selected from the 22 participating schools (Oyo State Ministry of Education, 2020). Two research instruments were adopted in the collection of the needed data for the study. The first been A 12- items 2 scale researchers' designed questionnaire entitled "Prevalence of Immoral Acts in School Questionnaire (PIASQ)", with psychometrics properties of 0.84 content validity and 0.72 reliability index after a pilot study with a population of 22 upper basic social studies teachers in the Metropolitan. While the second was a checklist showing the contents of the social studies curriculum. The descriptive statistical tool was adopted in answering the research questions raised in the study.

Results

The research questions of the study were answered in an attempt to sharpen the focus of the study. This was actualized through the use of descriptive statistics, the results of which are as presented below:

Research Question One: What are the various types of immoral acts prevalent among upper basic school students in Ibadan Metropolitan of Oyo State?

Table 1: Immoral acts among upper basic school students

S/No	Immoral acts common among students	Existing (%)	Not Existing
1	Cheating during examination	68.9	31.1
2	Constant lateness to school	76.7	23.3
3	Poor attendance to classes	64.4	35.6
4	Constant bullying of other students	75.3	24.7
5	Public display of lack of respect for teachers and	62.4	37.6
6	Smoking	81.4	18.6
7	Fighting other students	70.1	29.1
8	The high rate of stealing (in any materials such as	68.0	32.0
9	nhones. monev. school materials among others) Dishonesty	74.1	25.9
10	Tribalism	73.8	26.2
11	Greediness	59.3	40.7
12	Watching a porno graphical film	62.1	37.9

Weighted mean= 50%

Table 1 displayed the teachers' opinions on the prevalence of immoral behavior among upper basic school pupils, including smoking, being consistently late to class, lying, persistent bullying, cheating on exams, and stealing, among other things. By inference, upper elementary school pupils are guilty of all the immoral activities mentioned. Almost all of the acts are performed by them, and very few of them are not actively involved. This indicates that a significant number of upper basic school students in the Ibadan Metropolitan engaged in morally repugnant behavior.

Research Question Two: What is social studies lessons at reducing students' moral problems, according to social studies teachers?

Table 2: Social Studies teachers' evaluation of the social studies curriculum's effectiveness in preventing unethical behavior.

S/No	Social studies Curriculum Contents	Adequate (%)	Not Adequate (%)
1	Meaning, scope, and nature of social studies	92.2	7.8
2	Objective and importance of Social Studies	92.2	7.8
3	Physical Environment	83.5	16.5
4	Social Environment	80.6	19.4
6	Meaning, Components, and Features of Culture	88.3	11.7
7	Social Groups	83.5	16.5
8	Group Behaviour	85.4	14.6
9	Drugs/Drug Abuse/Drug Trafficking	81.6	18.4
10	Poverty	71.8	28.2
11	Corruption	73.8	26.2
12	Cultism	73.8	26.2
14	Adornments	73.8	26.2
15	Religion	78.6	21.4
16	Our school: Members of the School Community	76.7	23.3
13	Home appliances: Dangers in the wrong use of appliances	60.2	39.8
15	Population	75.7	24.3
16	Family life Education	83.5	16.5

Weight means 50%

Table 2 revealed that all the contents of upper basic school students social studies curriculum were very adequate in the effective teaching of moral acts among them, that could help curb immoral acts been displayed in school and society at large. The entire component of social studies curriculum contents was assessed adequately by the social studies teachers in Ibadan Metropolitan as capable of curbing moral issues in society.

Discussion

The first findings of this study revealed the prevalent immoral acts among the upper basic schools' students metropolis in order of their prominence as constant lateness to school, fighting other students, cheating during the examination, dishonesty, poor attendance in classes, and public display of lack of respect for teachers and administrators. These immoral acts by the students could be linked to various factors, which cited by Oyesola (2002), frustration moral acts” broken homes, ill-health, personal maladjustment, dissatisfaction in schoolwork, emotional unrest in relationship to others, disturbances in the classroom climate, lack of harmony between classroom control and the needs of students for emancipation, emotional strains that accompany sudden changes from one activity to another, and composition of the classroom group. These factors that are responsible for immoral behaviours to be due to the teachers’ personalities’ poor classroom control by the teacher, poor lesson preparation and presentation, and lateness to class and laxity. To control this immoral behaviour by the students, Oyesola opined that teacher’s personality, good teaching method, constant involvement of the students in the cause of teaching and learning, motivation and proper supervision of students' progress in their academic work, good physical environment that is conducive for learning and discipline should be put in place.

The second finding of this study showed that the entire component of Social Studies curriculum contents was assessed by the upper basic school Social Studies teachers in the Ilorin metropolis as adequate for curbing moral issues in the society. This is in line with the fundamental reasons why Social Studies were introduced into the curriculum in schools to curbing social vices like violence, rape, divorce, dishonesty, and all forms of indiscipline and misbehaviour in society. Balogun and Yusuf (2019) opined that Social Studies as a discipline are not primarily concerned with the acquisition of knowledge for its own sake alone, but its curriculum package is to serve as a tool in solving societal problems. This societal problems solving mechanism of Social Studies could be seen in the adopted definition of the National

Council for Social Studies NCSS (1992) as the integrated study of the social sciences and humanities to promote civic competence. Barth (1993) also defines Social Studies as the interdisciplinary integration of social sciences and humanities concepts to practice problem-solving and decision making for developing citizenship skills.

Ensuring adequate teaching methods in teaching social studies is also crucial in the realization of the objectives of social studies to curbing immoral behaviours in schools, especially in the classroom; Jekayinfa (2014) posited three basic qualities of the teacher to include: knowing the subject matter, knowing how to deliver the subject matter, and knowing the students with all their differences. By this, the teacher could command respect, maintains discipline in the classroom, and help influence the moral behaviours of the students in the classroom and the school as a whole. However, its worthy to note that these are achievable through right, appropriate and effective leadership in education system bearing contextual differences (Salihu, 2019).

Conclusion

In conclusion, it was determined that the social studies curriculum's objectives, instructional materials, and teaching strategies are appropriate for addressing societal moral issues in secondary schools in Nigeria. It was discovered that there are numerous ways the content can curb immorality among upper basic school students in Ibadan Metropolitan, and the content has a direct and indirect impact on student behaviors. This study analyzed the teacher's evaluation of the social studies curriculum's effectiveness in addressing immoral problems among upper basic schools. The researcher in this study came to the conclusion that Social Studies can significantly reduce immorality if teachers properly implement the curriculum by focusing on the objectives of the Social Studies curriculum, using appropriate teaching methods, using pertinent instructional materials, and having a positive attitude toward teaching the subject for moral problems. This might open the door for Nigeria's national development.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. The management of schools should also put measures in place to curb immoral acts among the students.

2. Curriculum planners too need to review Social Studies curriculum to adopt more practical approaches to resolving moral problems
3. There is a need for the adopting of appropriate teaching strategies to help in the effective teaching of social studies to help curb immoral acts among upper basic students in the Ilorin metropolis.
4. Social Studies experts through seminars, conferences and sensitization campaigns should educate the people on practical ways of resolving moral problems using Social Studies curriculum.

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