

# UNIVERSITY OF ILORIN



## THE TWO HUNDRED AND TWENTY-THIRD (223<sup>RD</sup>) INAUGURAL LECTURE

“SOCIALISING OR CIVICISING THE CITIZENS:  
THE QUANDARY OF A FAILING NATION”

*By*

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Chairmanship of:**

**The Vice Chancellor**

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## **Courtesies**

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Social Sciences Education  
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the Faculty of Education  
Your Highnesses,  
My Lords, Spiritual and Temporal,  
Members of my Family, both Nuclear and Extended,  
Invited Esteemed and Special Guests,  
Ever Vibrant University of Ilorin Students especially the Great  
Students of Faculty of Education,  
Gentlemen of the Print and Electronic Media,  
Friends and Well-wishers,  
Distinguished Ladies and Gentlemen.

## **Preamble**

In the name of the Almighty Allah, the Most Gracious, and the Most Merciful. We are all pencils in the Hand of the Creator. Looking back, I am here to thank the Almighty Allah for saving our lives so that I may relate my tale from ‘Almajiri’ to where I am now. He has given me the opportunity to contribute to humanity. I had no idea that I would be standing in front of these wonderful people today, tackling Nigeria's almost intractable problems. I am grateful to Allah, the Most High, for the grace and opportunities provided.

I consider it a great privilege to stand before you on this unique day to deliver the number 223 Inaugural Lecture, the first in the year 2023. Today's lecture would not have become a reality except for the grace and the mercies of God who has made it possible. All the glory, honour, praise and adoration go to Him. For He is Allah whose "Kun fa ye Kun" when He says "be, and it is".

I would also like to express my gratitude to the University for appointing me as a professor and providing me with the opportunity to deliver this inaugural lecture. My hope is that under the visionary leadership of the Vice-Chancellor, Professor Wahab Olasupo Egbewole, the University of Ilorin will continue to soar higher in the Nigerian education space and attain global reckoning as a 21<sup>st</sup>-century university and the best in Africa

If any soothsayer had predicted that I would lecture at the university, let alone become a professor, I would have made him a semi-demi deity if he is alive today. My academic life began with one Mr Oladepo, Olatunji from Igbeti, who lived with my family at Isalekoto country home, whose face is not visible here but whose destiny has ordained him to determine my life afterwards. He was the one that advised my late father to send me to school after completing my ‘Makaranta Alo’ at Agbabiaka under the tutelage of the Late Shehu Kawu

Agbabiaka (May his soul rest in perfect peace). My father grudgingly agreed because one of his life ambitions was for me to become a well-known Islamic scholar. Mr. Oladepo Olatunji enrolled me in Primary One at St James C. A. C. LGEA School, Ilorin. That is where my narrative began. Mr. Oladepo Olatunji owed me an enormous debt of gratitude. God later repaid his kindness through his daughter whom I'm happy to call a colleague, who is now a Senior Lecturer in the same Department of Social Sciences Education.

After finishing my master's degree, I was contented to teach at the secondary school level. I'm a prisoner of fortune if you will. My prayers never included a mention of university teaching. I enjoyed teaching secondary school students, both publicly and privately, and it gave me a lot of satisfaction. However, all these changed.

Prof. Arinlade Alice Jekayinfa served as a mother, a pillar, and a mentor to me when I was a graduate student. She was the one who saw the potential in me and understood that I had a purpose to fulfil, which I eventually did to Allah's glory. Mama Jekayinfa, thank you so much. Even though we were from different states of origin and faith, she fought diligently to ensure that I was hired as a member of the faculty. Mama, I thank God that I haven't let you down. May you live a long time to enjoy the fruit of your labour.

Mr. Vice-Chancellor, sir, it is, therefore, a great honour for me to be before you today, Thursday, 12<sup>th</sup> January, 2023 to present the 223<sup>rd</sup> Inaugural Lecture of this great University, the second in the field of Social Studies after the 148<sup>th</sup> inaugural lecture by Prof. Alice Jekayinfa, titled "**Essential Education Beyond Relegation**" on 5<sup>th</sup> of June 2014. This lecture focuses on ourselves and our environments. This is because the Nigerian education system is in a confused state between understanding ourselves and our environments and knowing ourselves and our rights.

## **Evolution of the Study of Ourselves and Our Environments**

The study of ourselves and our environment in Nigerian schools has a long explanation. History, Local Geography, and Civics were taught together in the 1970s in what was known as "General Knowledge". Those students then gained knowledge of the values, duties and commitments of their communities. They learned about each community's tasks and obligations. The processes for taking decisions were explained to them. Citizens' obligations and values in any community were recognized and demonstrated. Do we teach them all these now?

Today, there is a subject called Social Studies that aims to teach us 'ourselves and our environments'.

Social Studies is known by many different names throughout the world such as population studies, environmental studies, socio-civic studies, and so on. This is consistent with the opinions of Lawton and Dufour (1976), who both acknowledged that Social Studies is taught in a variety of ways all around the world. In certain nations, Social Studies is taught separately from History, Geography, and Economics. Social Studies is also considered a multidisciplinary subject in some nations and by some people, but it is viewed as an integrated discipline by others.

Before it was embraced in the United States, the basis and fundamental component of Social Studies started in Great Britain in the 1820s to advance social welfare and progress (Mufalo, Muleya & Simui, 2001). Obebe (1990) observed that although, the United States first adopted Social Studies as a curriculum during the first two decades of the 20th Century, it however became the "mother" nation of modern Social Studies. It was a stormy and difficult birth, but according to Obebe (1990), the distinguished academics John Dewey, George Counts, Edger Wesley, Harold Rugg, and Earle Rugg were the midwives.

Thomas Jesse, the Chairman of the National Education Association Committee on Social Studies, published the Committee's final report as part of a significant review of the reorganization of secondary education in the USA. The



Historical Association of America declared Social Studies to be a branch of study in the United States of America around the year 1896. It was developed to aid learners in comprehending the difficulties faced by immigrants from Europe upon their arrival in the US. Throughout the 1900s, Social Studies was taught in conjunction with History, Geography, Economics and Government in the United States.

By establishing a group in 1912 known as the Committee on Social Studies, the Bureau of Education, which eventually changed its name to the United States Department of Education, fully reorganised the American Educational System in 1916. The committee's efforts culminated with the delivery of "The Committee on Social Studies Report" (Nelson, 1988). The publication of the report marked the beginning of Social Studies in the US.

According to Wronski, Edgar Wesley was the first person in the United States of America to use Social Studies for educational purposes after the Great Depression and the Soviet Union's Sputnik launch. He viewed the new Social Studies curriculum as a programme that would involve students in the social education process through investigation, inquiry, and discovery, with an emphasis on the growth of skills, values, and attitudes required for citizens in a free society.

American Social Studies has evolved over time to better prepare the next generation of US citizens for conflict, promote nationalism, patriotism, and loyalty, and inform them about the significance of enhanced production, resource conservation, and food security.

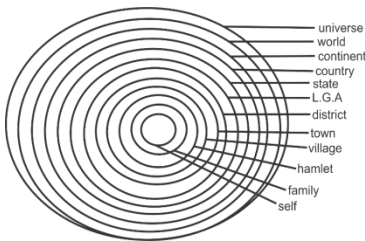
The debate over how Social Studies originated in the United States and Great Britain did not end abruptly; it also spread to Nigeria during the importation of the curriculum. It is important to recognize the efforts of academics from Ohio University who attempted to bring Social Studies instruction to the Teacher's College in Nigeria's Western Region. Following independence, Social Studies was swiftly incorporated into the

school curriculum thanks to their efforts in 1958. Due to the lack of schools where the subject could be taught, its inclusion in the school curriculum at this time was only temporary.

When the Comprehensive High School in Ayetoro was founded as a fresh attempt at comprehensive secondary education in 1963, Social Studies reappeared; this set the subject firmly on its evolutionary track from 1963 onward. Before Nigeria gained its independence in 1960, there had been calls for curriculum reform, which fuelled the enthusiasm of Nigerian teachers to launch curriculum changes aimed at self-discovery in an effort to undo the education system's ostensibly disastrous effects on the Nigerian child, which tended to teach him about his environment. This led to a change in the curriculum that put more of an emphasis on learning about Nigeria and her environment, population, and culture.

### **Nature and Scope of Social Studies**

Yusuf (2004) noted that since Social Studies is about the human experience, there are invariably going to be a lot of variables involved. According to Bello, Yusuf, Uyanne, and Sodiq (2017), Social Studies is a subject that examines human and environments as a whole which starts with the study of self and expands to the study of the universe as shown in Fig 1.



**Fig 1: Nature and Scope of Social Studies**

The Social Studies curriculum in Nigeria followed a pattern similar to that of the US in particular as shown in Fig 1. Jekayinfa and Yusuf (2004) observed that Social Studies in Nigeria as an investigation into who we are and how we connect

and connected with the world around us. The focus is therefore on human and how he fulfils his needs while prospering in their environments.

Additionally, Social Studies encourages students to draw information from a range of academic fields, such as History, Geography, Economics, Government and perhaps other Social and Behavioral sciences like Sociology, Psychology and Anthropology, as well as Physical Sciences, when they are confronted with one or more societal issues.

Let us have a look at some examples of questions: Why is it that nothing in Nigeria works? How did Nigeria get to the point where bribery and corruption have become a national issue? What is the origin of everyone's ambition to amass wealth quickly? How does Nigeria come to be a hotbed of insecurity, terrorism, kidnapping and banditry? Social Studies subscribes to a set of values that govern how issues are defined and resolved.

### **Evolution and Nature of Ourselves and Our Rights**

Mr. Vice Chancellor, Sir, in Nigeria, Civic Education is a subject that tries to inform students about the political system and democratic principles that exist in their nation. It makes it possible for individuals to comprehend the nature of government and its purposes.

According to Yusuf (2020), Civic Education attempts to teach people democratic values, norms, and legal practices. Without Civic Education, many Nigerians could be politically illiterate and unable to understand what is happening in their community, leading to their segregation and detachment. Civic Education has, in the opinion of Yayi, Yusuf Akinsemoyin, Iyekolo, and Joel (2017), aided people in understanding their legal rights, obligations, and responsibilities.

According to Bello, Yusuf, Uyanne, and Sodiq (2017), the goal of Civic Education in schools is to help students realize the idea that those who lack literacy or have limited awareness of their legal rights and obligations would be unable to exercise

them. The people's fundamental human rights are occasionally violated by the government, but without Civic Education, it is thought that the violation would persist and the citizens would not be able to exercise their rights as Nigerian citizens.

From 1968 until the present, Civic Education as a subject in schools has developed from one level to another. Immediately following independence, civics was taught in all elementary schools. The name was later changed to General Knowledge. Civic was later included as a theme in the Social Studies curriculum.

Civic Education was reinstated as a separate subject that was compulsory in all primary and secondary schools after the launch of the 9-year Basic Education reform in 2007. Former Education Minister Dr. Sam Egwu emphasized the importance of bringing back Civic Education as a required subject in all primary and secondary schools because according to him, it would help Nigeria achieve its National Economic and Empowerment Development Strategies (NEEDS) goals of value reorientation, poverty eradication, job creation, wealth generation, and the use of education to empower people (Nigerian Educational Research and Development Council-NERDC, 2007).

Yusuf, Obafemi, and Sayomi (2020) assert that a nation whose citizens have been taught civic duties will foster a democratic culture and always be taking part in decision-making. Many people will lose their political rights if citizens are not involved in the political process, and when a referendum or other public opinion poll is held in the nation, few people will show up to voice their opinions. As a result, the government will be perplexed as to what to offer the populace, and any government that is perplexed lacks direction.

**The Crucial Choice: Social Studies or Civic Education as a**

## **Teaching Subject**

The Vice Chancellor, Sir, Nigeria, is at a fork in the road between choosing Social Studies which is aimed at understanding ourselves and our environments or choosing Civic Education which focuses on ourselves and our rights. The current question is whether Civic Education can transform society in a way that Social Studies has not. Is it feasible for a component to have greater strength than the whole?

The activities that teach students about the ideas, beliefs, and traditions of citizenship in a democratic republic are part of the Social Studies curriculum. The major goal of Social Studies is to give students the tools they need to engage actively and fully in society and exercise their citizenship. On the other hand, Civic Education was created to address Nigeria's democratic and legal concerns and challenges.

Through Social Studies, students have the chance to investigate Nigerian values throughout history and in different cultures, allowing them to identify gaps and propose solutions to close them in their own democratic governments. People thought that a study of ourselves and our rights should be done in place of ourselves and our environment because the study of ourselves and our environments had failed Nigeria.

Social Studies is nevertheless value-laden, and value disintegration happens when young people are not sufficiently integrated into their families and societal norms and values (Yusuf, Bello, Ajidagba, and Obafemi 2015). Honesty, diligence, obedience, fairness, fair play, contentment, integrity, self-control, and other positive traits are valued in Nigerian society as shown in Fig 2.



**Fig 2: Nigerian values**

Figure 2 depicts the Nigerian values expected for the survival of individuals and society. According to Muritala, Isiaka, Bello, and Yusuf (2019), these are the values that Nigerian society upholds, and they are all taught and learned openly in the Social Studies curriculum.

The themes of leadership and followership are being taught in Social Studies for the first time in schools. A few indicators of poor leadership and followership include dishonest politicians, broken political promises, mediocrity, the leader's low level of education, leaders' questionable academic certificates, fear of insecurity, poverty, election fraud, hopelessness, betrayal, unhappiness or frustration of the followers, and disloyalty. The discipline offers solutions to the issues. According to Amali, Yusuf & Bello (2013), and Yusuf (2015), Social Studies is the only subject taught in schools that covers national values, leadership, followership, unity, equity, conscience, and integrity, as well as honesty, truthfulness and justice. These are effective tools for national development and also serve as powerful inspirations for Nigerians to support the nation's unity, nation's consciousness and peace as well as to love, respect, and care for one another. Carefully chosen social issues, such as drug trafficking, insecurity, poverty, unemployment, HIV/AIDS, cultism, and human trafficking, are addressed in the subject. Social Studies not only throws light on these challenges but also offers solutions. Students who acquire these value constructs grow into more receptive and responsible citizens.

Social Studies teaches that when people start to appreciate excellent compassionate principles, the citizens will love one another and the country will develop (Yusuf, Bello, Ajidagba and Obafemi, 2015). However, according to Bello and Yusuf (2020), if the obvious problem of a shortage of qualified specialists and inappropriate teaching strategies persists, the contents of Social Studies and Civic Education, as admirable as they may appear, may fall short of the desired outcomes the subjects were designed to achieve. It doesn't matter what subject is introduced or what name it is given; if it is not taught properly, it will take off and land in the same place.

To Yusuf (2011), the lecture method of instruction and the rote learning with memorization technique are two of the most often used subject delivery techniques. Yusuf (2006) concluded that teachers cannot afford to educate without applying theory to real and practical situations and that the teacher-centred approach cannot allow pupils to display the kinds of values that society expects.

Teachers must therefore be responsible adults with high moral standards. They must always conduct themselves in public with transparency, fairness, devotion, timeliness, selflessness, dedication, and appropriate morals. Since they operate as mentors and role models for their students, teachers must first and foremost practice what they preach if they want students to have confidence in their ability to display the proper citizenship and values. (Yusuf, 2007).

Instead of being like the senators and representatives who can throw punches and chairs on the floor of the house, effectively taught young Social Studies persons who find themselves in positions of authority will become honourable rather than horrible members. Additionally, they would be those who are willing to enter politics for the sake of helping their nation rather than for the purpose of gaining wealth or power. Can anyone juxtapose the ideal situation as inspired by civic or Social Studies education with our reality now?

According to Amali, Yusuf, and Bello (2013), having a solid understanding of Social Studies will help elect trustworthy and responsible people to positions of authority. Students who have taken Social Studies classes will make better leaders and be expected to work to better the lives of others. A nation citizens' moral decline and antisocial behaviour would be greatly diminished. There will be a lot of tolerance and respect in society for different people and points of view. Students who have learned Social Studies will be able to respect the beliefs and practices of others. It will aid citizens in assimilating society's cultural norms and values. The Nigerian value system forbids kidnapping, banditry, murder, fraud, indifference, fatalities and maiming related to elections, vandalism, and the destruction of people's lives and property. By teaching and promoting the right attitude, Social Studies aids in the creation of long-term solutions to nearly all discernible social, economic, and political challenges in society.

A person who receives powerful Social Studies teaching will be able to contribute to the prosperity of the nation to a reasonable level (Yusuf and Yayi, 2019). Teachers of Social Studies should be well-versed in the necessary skills and have a positive character to serve as role models for future leaders. If Social Studies is diligently taught and learnt effectively, Nigeria would become a country without internal strife (Yusuf, Bello, Ajidagba and Obafemi, 2015). For Nigeria to grow into a vibrant country and realise the principles of a just and egalitarian society, the teaching of Social Studies at all levels of education is the answer.

Yusuf, Daramola, Bello, and Obafemi (2015) affirmed that people can engage in political discourse capable of influencing the direction the government takes if they have a solid grasp of Social Studies concepts related to political indifference and involvement. To them, Social Studies enables many people to connect and form associations at different periods. Since participants are equipped with the requisite abilities for productive participation in society, these events enable the exchange of ideas and vital information on the welfare of citizens.



Yusuf, Bello, Ajidagba and Obafemi (2015) observed the crisis in the classroom and how education could be used to remake the society. The existence of the Nigerian country depends not just knowing our rights but rather on Social Studies, which instills the understanding of their physical, social, political, and technological environments. Since the start of Civic Education in Nigeria in September 2007, our rights have received more attention than our values as citizens of the country.

Since then, everything related to having the correct understanding of our values, environments, and ourselves has been lacking, except for rights. All we have in the current situation is my life, my existence, even if it means jeopardizing the future of the country. We urgently need Social Studies for the country to survive and flourish (Yusuf, 2011). Social Studies education must be prioritized in our educational system so that students can learn about themselves and their environments.

Civic Education has been misguided as a result, leading to what Ukeje (1986) and Yusuf (2011) called "one of our time's most worrying discrepancies". That is the circumstance that makes literate Nigerians individualistic, self-centered, and selfish while millions of people are suffering due to the leaders and the wealthy disregard for the needs of others.

In a failing nation like Nigeria, implementing educational reforms purely for the sake of reform is not the right course to take. The reform must be well planned and adjusted to meet Nigeria's unique circumstances. Nigeria should carefully consider reinstating Social Studies as a curriculum that is required at all educational levels. It is crucial to stress that just fragmenting and restricting Social Studies to specific themes will not lead to more and better education. It's like trying to handle today's issues with tools from yesterday in the hopes of opening for business tomorrow!

It is important to understand that current system may not be a good fit for educational systems, programmes, techniques, and logistics that were successful for an elite class in the past. In

the light of this, it is vital to examine, update, and renew the curriculum. We want to show how Social Studies can help us achieve the objectives of nationhood. Social Studies becomes a tool through education that allows us to master rather than be subject to our circumstances and culture.

Nigeria must socialize to battle the vices and other criminal tendencies, just like the United States of America did after the civil war, because socialising comes before civicising. Socialization refers to a people's understanding of their environments, rights, and responsibilities as well as the necessity, freedom, capacity, and resolve to define and articulate their own goals of personal and communal development. It is achieved through decolonized indigenous efforts, institutions, and programmes that were developed and run by the people themselves. The alteration of economic, social, political, cultural, and especially intellectual structures as well as growth with development are all goals of Social Studies (Yusuf, 2007).

According to the Federal Republic of Nigeria (2014), education philosophy must be aligned with national goals to promote self-realization, improved interpersonal relationships, individual and national efficiency, effective citizenship, national consciousness, and national unity. It must also advance social, cultural, economic, political, scientific, and technological progress. Every Nigerian student in the nation should be taught Social Studies, which will mark a critical turning point in the development of the country. This is the reason why every student needs to be aware of and comprehend their environments, as well as how to control or influence them, (Yusuf, Daramola, Bello, & Obafemi, 2015). Every child should be provided with the tools required to become knowledgeable, practical, receptive, and accountable members of Nigerian society. What Nigeria currently needs is a value reorientation based on an indigenous cultural system, guided by careful application of the egalitarian principle, and fed by a system based on the philosophy of communal and national survival.

Of course, to accomplish this, one needs to have a strong

sense of discipline, tolerance, patriotism, loyalty, hard work, good followership, good leadership, a new attitude, new values, and, eventually, a new way of life and all these are acquired in Social Studies. Furthermore, effective instruction in Social Studies demands the presence of informed, disciplined, intentional, cautious, devoted, incorruptible, non-sectional, and non-sectarian leaders. This is because Social Studies teaches students how to govern rather than how to subordinate.

Nigeria, according to Chinua Achebe (1983), in his book, *The Trouble with Nigeria*, is a place where nothing works. He continued by saying that nothing in Nigeria functions because most people, especially the leaders, lack discipline. On the other hand, learning Social Studies necessitates a shift in attitude as well as good manners and discipline.

Mr. Vice Chancellor Sir, we break laws just because we want to take undue advantage of the other people. In order to gain power, we betray ourselves; we renew our hopelessness at every election; we sell our votes in order to elect mediocre, promise breakers and ineffective leaders; we provide questionable certificates to attain power; we jump or shunt queues; and we hoard necessities in order to drive up prices, as evidenced by the frequent petrol scarcity.

Mr. Vice-Chancellor Sir, please permit me to play Fela Durotoye's traffic experience to illustrate my point that Nigeria seems to be an indiscipline society and breeding confused generation. We fight for an unfair advantage on the highways, which results in us saying "alright" in Nigerian English.



DISCIPLINE.mp4

One major means of inculcating and cultivating

discipline among the citizens is by including Social Studies curriculum at all levels of our education system if Nigeria is to survive as a nation. A disciplined citizen observes the laws of the land without being noticed and adheres to solid moral principles like obedience, honesty, integrity, probity, loyalty, and trustworthiness. Thus, the teaching of Social Studies is a process through which one learns to comprehend values, rights and responsibilities as a member of society (Yusuf, Bello, Ajidagba and Obafemi, 2015).

Social Studies instruction, however, is a strong force capable of permanently internalizing positive values, attitudes, beliefs, and behavioral patterns necessary for effective character shaping because it catches them young. People who are disciplined will act respectably when they are in a position of authority. People who have a strong understanding of Social Studies are polite and disciplined.

I fully agree with Ukeje (1986) who noted that sectionalism, is another critical issue hindering Nigeria's survival and possibly growth and Dahiru (2016) who asserted that sectionalism is Nigeria's worst problem and a threat to national unity and security. The country's current predicament is caused by sectionalism, which encompasses issues of ethnicity, religion, nepotism as well as the need to construct and preserve national unity (Ukeje, 1986). Unfortunately, Nigeria went through a brutal civil war in 1967 that ended in 1970. The root of the problem at hand includes diversity, nepotism, intolerance, injustice and inequity, which have the effect of fostering disunity. If we want to prevent another civil war, Social Studies could be the panacea (Yusuf, Bello, Ajidagba & Obafemi, 2015).

The people's dedication to upholding Nigeria's unity takes precedence above all laws. Teaching Social Studies is the only way to influence people's ideas. It is difficult to marginalize any sizeable segment of the population for an extended length of

time in a diverse society like ours. To maintain peace, harmony, and stability, everyone should be carried along and have equal access to opportunities. As a result, equity and justice are not only necessary but essential for our diversity (Yusuf, Bello, Ajidagba and Obafemi, 2015).

According to Yusuf, Daramola, Bello, and Obafemi (2015), teaching Social Studies seems to be the only way to resolve Nigeria's national problems for political and economic agreements. The teaching of the subject, at all levels of our education, will neutralise geographical and ethnic diversities and result in the establishment of a united Nigeria with responsible leadership.

Without committed, disciplined and purpose-driven leadership at all levels, no action plan will succeed, no matter how noble it seems. We commonly see that the majority of those in positions of power lack the necessary skills, and those who have those skills are not in positions of authority, in many parts of our existence as a country (Yusuf, Bello, Ajidagba and Obafemi, 2015). This circumstance has resulted in inept leadership and its attendant frustrated citizenry. Therefore, we need to socialize than civicise if Nigeria must attain sustainability in her quest for development.

### **My *Other* Contributions to the Discipline of Social Studies**

Mr. Vice Chancellor, Sir, as a Social Studies educator. I started my job in August, 2002, as an Assistant Lecturer at the University of Ilorin's Department of Curriculum Studies and Educational Technology, where I taught Subject Methods to students majoring in Education Economics (CSET). Before then, from 1998 to 2001, I was employed as a Graduate Student teacher at the University of Ilorin Institute of Education. Prof. Alice Arinlade Jekayinfa, who was the institute's CSET Programmes Coordinator at the time, recognised my potential as a promising student and felt confident in suggesting my

inclusion into the programme. During the programme's contact period from 1998–2001, I had the opportunity to learn Social Studies. I was assigned the responsibility of teaching Social Studies courses and Subject Methods in the Sandwich Programme.

I had a satisfying experience with the university system in the year 2002 when I became an academic staff of the university as a PhD student. I earned my Ph.D. in Social Studies in 2004. My experience as a student and a university teacher since 1998 academic session till date, has afforded me the opportunity to search and research for more effective teaching strategies. I observed that the nature of Social Studies did not always lend itself to the most widely used "chalk and talk" approach otherwise referred to as the lecture method (Yusuf, Bello, & Odutayo, 2018).

The following methods and strategies have been the focus of some of my research: These are inquiry, field trips, excursions, role plays, demonstrations, dramatizations, and discussion strategies like brainstorming, small-group discussions, devil's advocate, think-pair-share, peer tutoring, cooperative, competitive, blended learning, 5Es and individualistic instructional strategies among others.

I want to formally state that the undergraduate Social Studies programme at the University of Ilorin is currently one of the best in the country. In the 2021/22 accreditation exercise, Mr. Vice Chancellor, Sir, the team of Social Studies accreditors led by Prof. A. Ogunyemi, the former National President of ASUU, attested and concluded that the University of Ilorin is not only "Better by Far," but also "Better by Fact" after seeing what was on the ground, both in terms of human and material resources.

In the course of my work as a Social Studies educator, Mr. Vice Chancellor, Sir, I have conducted various forms of research and authored more than 70 papers on Social Studies and

Economics Education that have been published in renowned local, national, and international journals.

As a student at my alma mater's Department of Curriculum Studies and Educational Technology (CSET), in 2001, I was given the assignment to distinguish among academic performance, academic achievement and learning outcomes. The result of this task was my first publication in the departmental Ilorin Journal of Curriculum Studies. Academic performance, academic achievement, and learning outcomes are constructs that are frequently used in ways that were confusing. I, as a student, was tasked with carrying out a study on these constructs because the disagreement had remained at every departmental graduate seminar.

The misconceptions and alternative conceptions of the constructs were solved in the light of my findings. An agreement was reached among academics regarding the proper use of these constructs as they refer to various degrees of quantifiable and observable behaviours of learners (Yusuf, 2002). These constructs form the foundation for choosing a research topic, a study's methodology, and the tools to use in educational research to draw reliable results.

Another active area of my research is the social interactions between people and their environments, as well as the results of those interactions. Teachers of Social Studies must give their students the tools required for them to fully engage with the subject. To be change agents, teachers must be prepared to influence Environmental Education (EE) in Social Studies, such as climate change, which the government has prioritized in accordance with the National Policy on Environment (Jekayinfa and Yusuf, 2005, and 2012).

During COVID-19, lockdown, human contact was kept to a minimum because of the increased challenges brought up by the virus. The lockdown also gave Social Studies educators new

opportunities to develop teaching approaches, methods, and strategies that enabled both students and teachers to meet the goals of education in this new normal situation. Considering this, studies were done to find suitable online learning tools for all educational levels. Bello, Yusuf, and Obafemi (2021) and Yayi, Yusuf and Jarimi (2018) searched for relevant online educational applications and strategies in the new normal situation brought about by COVID- 19. These include the use of google classroom, google meet, remote learning using zoom, blended learning, e-learning, and Learning Management System (LMS).

### **Other Professional and Administrative Contributions**

Mr. Vice-Chancellor, Sir, my contributions go beyond the reporting of research findings. I also actively participated in the following roles.

I started working as an Assistant Lecturer on August 27, 2002, and rose through the ranks to professor in 2018. I have supervised 31 M.Ed and 11 Ph.D. students, in addition to teaching, advising, and training students at all academic levels. I've participated in a lot of committees, workshops, and seminars that the University, the Faculty of Education, and different Departments have organised.

I served as a consultant on the creation of educational policy for the State and Federal Ministries of Education as well as the Teachers Registration Council of Nigeria (TRCN) through the Educational Support Programme in Nigeria (ESPIN). I also served as an accreditor for the National Commission for Colleges of Education (NCCE) and the National Universities Commission (NUC). I have served as external examiner to several universities, including Ahmadu Bello University, Ado-Ekiti State University, Delta State University, University of Port Harcourt, University of Benin, University of Lagos, and the University of Jos.



I was given the position of Sub Dean, Student Affairs, in 2012 by Prof. AbdulGaniyu Ambali, the former Vice-Chancellor. This gave me the opportunity to be supportive and seen as a possible administrator in handling and managing student problems. The Student Affairs Unit was repositioned, re-engineered, retooled, and decolonized to make it more pertinent, accountable, and student-friendly in all respects with the assistance and support of my leader and mentor, the then Dean of Students, Prof. O. A. Omotesho now a Deputy Vice Chancellor. Working with him, Sir, was a pleasure. Then was our best time.

At this time, as Sub Dean of Student Affairs, the University of Ilorin became a member of the International Association of Student Affairs and Services (IASAS). This is an association that brings together executives of student unions from all over the world and university staff members who work in student services. IASAS has more than 1500 members, including Student Union Executives, who represent 95 countries across five continents. IASAS was established with the goal of enhancing the professionalism and expertise of student affairs professionals who work to provide students with housing, academic support, athletic, and cultural opportunities that enrich university life.

In South Africa, Kenya, Rwanda, and Tanzania between 2013 and 2017, our students represented the University of Ilorin as active participants and were honoured while I served as Sub-Dean. We are grateful to the former Vice-Chancellor Prof. AbdulGaniyu Ambali for providing the favourable conditions that made the University's Student Affairs a leader in the global scholarly community. Sir, he will always be remembered.

In 2001, I was encouraged to join the Social Studies Educationists Association of Nigeria (SOSAN) by my academic mother, pillar and mentor, Prof. Alice Arinlade Jekayinfa. As of 2008, she has already been elected the association's National

Vice President. She put my name forward for election as National Secretary in 2012, and I won the position. I became the National President of the Association in 2018. I must tell you, Mr. Vice Chancellor, Sir, that this has been a fantastic period for me and the Association. The Association has grown to be a significant player in Nigeria's decisions about Social Studies curriculum. Our National Conferences have always included participation of pertinent stakeholders. To hold the National Conferences, even during the COVID 19 period, the Association has developed physical, virtual, and blended ways since 2019.

The Association Journals (JASS and NJSS) under my watch, as the President and editorial board member, are identified and ranked among the high-impact indexed journals. We owe a debt of gratitude to Late Prof. Ogunsanya, Prof. S. F. Ogundare, Federal Commissioner, Code of Conduct Bureau, Prof. A. A. Jekayinfa, Prof. J. O. Ajiboye, Registrar of TRCN, and my colleagues, in the executives and other members. SOSAN is climbing steadily higher as a unit. The great accomplishments we have attained are due to support and cooperation I have enjoyed. Indeed "without them, there will be no me."

I have also served as editor and reviewer for many local, national, and international professional bodies including the United States of America National Council for the Social Studies (NCSS), one of the most distinguished professional bodies of Social Studies in the world.

In 2002, as a brand-new employee of the university, I joined Unilorin Amicable Multi-Purpose Cooperative Society. Amicable Society at this time needed someone who has experience on cooperative matters. My mentor, Prof. Jekayinfa, recommended me for the position of Secretary in 2003 based on my cooperative society experience, but I was ineligible because my appointment had not been confirmed. However, I was elected

secretary in 2006, treasurer in 2008, first-tenure president between 2010 and 2012, and second-time president between 2014 and 2017. Additionally, I was chosen to serve as the Unilorin Multi-Purpose Cooperative Union's Treasurer from 2008 to 2010. All praise be to God. During this time, the society and the union had a remarkable and lasting expansion and development.

Mr. Vice Chancellor, Sir, Please allow me to briefly discuss my experience as the Provost of Kwara State College of Education, Ilorin. I was named Provost of the Kwara State College of Education in Ilorin on May 2, 2018. My goal was to make the college a renowned College of Education for teaching, research, and scholarship on a global scale. Among other achievements, the College was ranked high among Nigerian tertiary institutions by the Federal Ministry of Science and Technology at the 2020 National EXPO.

Professor Lumumba said that if you do many things and have to spend hours explaining, you have accomplished nothing. However, once you've acted, you should stop talking since your achievements and actions will speak for themselves. I've done my best for the college to the glory of the Almighty God.

## **Conclusion**

Mr. Vice-Chancellor Sir, with this august audience, we have gone through together this evening what we do in Social Studies and Civic Education. It could therefore be concluded that there exist different conflicting reforms involving the Social Studies and Civic Education teaching in the Nigerian educational system, resulting from the Nigerian curriculum politics. In addition, the lecture has highlighted the need for making a critical choice of teaching Social Studies at all Nigerian

educational levels. This is capable of permanently internalizing positive values, attitudes, beliefs, and behavioral patterns necessary for effective character shaping. We have also identified the place of Social Studies teachers, at the basic level of Nigerian educational system or as lecturers in our tertiary institutions to actualise the objectives for which the subject was introduced. It is also established that there is an absence of Social Studies at the Senior Secondary School level. The Curriculum lacks the continuous transition that it should have, resulting in a substantial gap between basic and postsecondary education.

### **Recommendations**

As a Social Studies educator, I've offered some of my professional thoughts on what, why and how of Social Studies teaching in our schools. The following suggestions are offered in the light of this lecture.

1. Social Studies should be reintroduced, taught effectively and diligently studied at all levels of education. For Nigeria to grow into a vibrant country and realize the principles of a just and egalitarian society, the teaching of Social Studies at all levels of education is the answer.
2. It should be noted that because the religion's theme was eliminated from the Religion and National Values Education Curriculum in order to construct the National Values Education Curriculum, the remaining curriculum components are predominantly Social Studies and therefore, the nomenclature should be Social Studies.
3. Civic Education in Senior Secondary Schools is a continuation of the UBE's Social Studies Curriculum, but with a stronger focus on political education and a complete disdain for the value-laden content of Social Studies, which has been eliminated at the Upper Basic level. Therefore, the gap between basic and

- postsecondary education must be bridged.
4. Only tertiary level Social Studies Teacher Education programs (especially the NCE and B.Ed. Social Studies) enable pre-service teachers to teach these courses (National Values Education and Civic Education). It is critical to establish a strong connection between classroom preparation and practice. At this time, there is no link between teacher preparation and classroom practice.
  5. As a professional, I humbly submit that, under the Social Studies Curriculum, the current National Value Education Curriculum in Basic Education and Civic Education Curriculum in Senior Secondary School cannot prepare Nigerian youths and children to be aware of their social and physical environments, train them to develop appropriate values and skills, and contribute to national development. I can therefore assume that the chaotic and fragmented delivery of Social Studies is to blame for many of the nation's current aberrant behaviours among the youth. This fragmentation explains the difficulties that History and Government instructors, Mass Communication graduates and others experience while attempting to teach values as though the subject does not require professional training. In order to ensure adequate and appropriate socialization of individuals, I submit that Social Studies should be made a core subject at all levels of education and be taught by Social Studies experts.
  6. Teachers should expose students to many instructional strategies that promote and encourage social interaction, active engagement in learning, self-motivation, discovery learning, learning by doing and learning by experience. Teachers who are qualified and competent should be hired to teach Social Studies in schools.
  7. Textbook writers should shift emphasis from teachers'

activities to students' activities that will promote learning by doing, and discovery learning in Social Studies textbooks. Producing teachers' guide along students' copies can achieve these.

8. Social Studies teachers should create awareness, be modest and lead by example in and out of school since they are role models for their students. They should create avenues and enlighten the public about the ills in the society through media discussions, seminars, workshops, and conferences both nationally and internationally.
9. Social Studies teachers should work together and share experiences through conferences and adopt the best practices thereby enriching the teaching of the subject at all levels in Nigeria.
10. In Social Studies, the teacher-centered approach should be discontinued, but lessons should be made both interactive and participatory. There should be a variety of methods and strategies utilized while teaching Social Studies and not just a method.
11. The Social Studies curriculum must be reviewed on a regular basis to account for changes in society, content, and techniques to meet the changing requirements of individuals and the nation. Thus, a review of educational policies, including a much stronger capability to appraise and discover ways to improve the effectiveness and efficiency of the subject, and plan their future with these changes in mind, is a pre-condition for Social Studies to achieve its objectives in the school curriculum. Regular revision of the Social Studies curriculum to bring it up to date with our nationhood standards and global best practice will aid in stemming the flow of division and other social vices currently afflicting our nation, Nigeria.
12. Finally, the teaching of Social Studies at all levels of education will lead to a retracing of the lost path to

holistic nationhood, which is already developing a tick forest and preventing Nigeria from progressing. This means that, as we are doing now, a conscious revision by appropriate agencies in collaboration with experts in Social Studies will enable Nigeria to achieve the overall goal of using Social Studies as the best instrument for achieving holistic national development, because we must socialize before we civicise

### **Acknowledgments**

Mr. Vice Chancellor, Sir, I really appreciate Allah for his mercy, protection, and direction. Perhaps because my name Abdul Raheem means "servant of the Merciful," we have benefitted from His mercy. I thank the All-Powerful Allah for having mercy on me and allowing me to advance from being a primary school teacher to a university professor of Social Studies. No one is more deserving of praise than Allah.

My profound gratitude is to my late parents, Alhaji Amuda Yusuf and Hajia Rabiya Yusuf, both of whom passed away in 1998 and 1986, respectively. They gave me the

encouragement and the upbringing I needed. Without their guide and prayers, I'm sure I would be somewhere else. May Allah, the Most High, provide them the highest position in paradise. Suratul Iqlas for them.

For my appointment as a junior lecturer, up to the time of my promotion to the position of Professor of Social Studies, many personalities have helped to shape my thought and have assisted in one way or another. I must not forget the professional guidance and support of the past and present management team of the University of Ilorin under the capable and dynamic leadership of Professors S. O. AbdulRaheem, I. O. Oloyede, MFR, AbdulGaniyu Ambali OON, S. A. AbdulKareem and Prof.

W. O. Egbewole, SAN. I thank all of them.

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My memory takes me back to the late Mr. Oladepo Olatunji and his wife Mrs. Maria Olatunji, who were chosen by God to start me on this path of western education and shape the rest of my life. Without their assistance, my story today may have been different. I greatly appreciate their love and prayers, as well as those of their children, Asamu Elizabeth Bolanle, Olatunji Oluwasegun Emmanuel, and Dorcas Sola Daramola.

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after she worked hard to secure my employment at the University of Ilorin. Her prayers have been very effective. May God bless and grant her good health.

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All the academic and non-academic staff in the Department of Social Sciences Education must not be forgotten. I salute you all. I must remember Late Dr. A. AbdulSalam (May Almighty Allah grant him eternal rest).

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Mr. Vice-Chancellor, Sir, I want to add that although people often believe that blood is thicker than water, love is much thicker than blood. Friends will stand by your side no

matter what occurs. Please allow me to introduce you to some of my childhood and adulthood friends. I recognise Mal. Olaitan Hamzat, Mr. Amuda Seriki, Balogun Alanamu, Dr. U. A. Jos, Dr. Y. S. Seriki, Dr. U. A. Ajidagba, Dr. A. Olokoba Provost (CAILS), Oluwakemi Sobowale, Mr. Ganiyu Saka, Mr Yusuf Toyin, Dr. Muinat Bolanle Bello, Mr S. O. Olajuba, E. Akande, Ajape Akeem, S. S. Lawal, Yusuf Toyin Adangba, R. I. Akolawole, Mallam Solagberu, Lanre Sanni, Alhaji Ayegbami Mal AbdulRahman Aibinu, Comrades Fari, AbdulLateef Isowo, Yakub Isowo Dr. Rasheed Odunola, Director of University Health Services, Professors O. Arise, S. F. Ambali, L. A. Yahaya, A. Dania, Osakwe, O. A. Oniye and O. A. Omotesho, S. M. Ajao (ASUU Chair), K.R. Ajao and numerous others who are not mentioned here for the want of space, you all deserve my appreciation.

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Mr. Vice Chancellor Sir, distinguished guests, ladies and gentlemen, I appreciate your time and your attentive listening. May Allah, the Most High, bless you all. Amen.

The Federal Republic of Nigeria will always exist and it shall be well with my beautiful country and its people.

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