

SOCIAL STUDIES EDUCATION AND CIVIC EDUCATION IMPLICATIONS FOR NATIONAL DEVELOPMENT

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Abstract

Social Studies Education as a body of knowledge socializes and disciplines human beings within the human society for acceptable interactions. Civic Education is an important component of education that cultivates citizens to participate in the public life to use their rights and discharge their responsibilities with the necessary knowledge and skills. Both subjects train man to socialise and be civilized.

Using the method of crit in this wise, the paper explores the role of social studies and Civic education in Nigeria's national development. In doing so, the paper examines social studies education and civic education in the context of Nigeria's philosophical goals as a nation, the objectives of social studies education, and civic education and how they can be used to achieve national goals and development and proffers some suggestions which include: public enlightenment and teaching basic tenets of social interaction among others. The paper attempts to employ and apply the historical-curricular, the critical-thinking, the community service, and the public achievement approaches or theories in order to demonstrate how these theories help in the accurate analysis and explanations of the role of social studies and Civic Education in national development. The paper investigates the historical background of social studies and Civic Education in Nigeria, making references to the ancient Greek City States, medieval thinkers and United States before the then President Olusegun Obasanjo administration approved its teaching and learning in primary and post-primary schools Nigeria in 1999. It also reflects the Nigeria's need for social studies and civic education, acknowledges its challenges and appraises the fact that inspite of these challenges, the prospect of social studies and civic education still remain viable.

The paper concludes and makes proposals on the way forward that: in-house training courses, seminars, and workshops should be organized from time to time by the Ministry of Education for all teachers of Civic Education. Policy-makers in education sector should make sure that the paucity of materials in teaching and learning of social studies and Civic Education are done away with or reduced to the barest minimum. Nigerians should note that the role of advancement of social studies and civic education is the concern of all and sundry, rather than government officials and teachers alone.

Keywords: *Social studies, civic education, education, development, national development.*

Introduction

The greatest desire of most nations across the globe is to achieve national development and this they do virtually what it takes to ensure that this historical task is accomplished. The realization of this responsibility is always the product of deep

visioning and the putting in place a credible action that can deliver the nation. The history of national development tells us that the great nations the world over owe their fortunes basically to their visionary leaders who typically displaced unusual amount of commitment to the ideas of their nation (George-Genyi, 2011). This they do even in the education sector of the economy. The prime place of education in the developmental effort of nations has never been doubted world-wide. Various nations including Nigeria have for long been making effort to develop this sector for optimal development. Although, much has been achieved in this regard, a lot need to be done, so that the ever increasing challenges of our time and the time to come, can be effectively confronted (National Teachers' Institute). Articulating on the relevance of education Baikie (2002) bluntly notes that, "education is the best industry that touches on every fabric of our human endeavour". This industry is made up of so many disciplines and each of these disciplines belong to a faculty or a college such as Faculty of Arts, Faculty of Science, Faculty of Agriculture, Faculty of Law, Faculty of Management sciences, College of Health Science, College of Education, to mention but a few. It should be noted that these Colleges or Faculties have different courses under them. For instance, Faculty of Education is made up of Biology Education, Mathematics Education, Physics Education, Educational Management, and many more. At primarily and secondary school levels a lot of subjects are taught. These subjects include: Social Studies, Christian Religious Studies, Introductory Technology (Basic Technology), Integrated Science (Basic Science), English Language, Mathematics, and very recently Civic Education has emerged. Civic Education or Citizenship Education is very vital for every student and the general public for multifarious reasons, among which are: it enhances people's capacity to understand their rights, roles and duties as citizens and that they might respect that of others. Furthermore, it creates awareness among citizens on the duties of the government to them, as well as their obligations as citizens to the government. Moreso, it brings out leadership qualities in students, a process of developing future leaders. Civic Education also generates concern for the values by which a civilized society is identified in terms of equity, justice, democracy, tolerance, respect for constituted authority, respect for individual opinion, respect for the rule of law, fundamental human rights, among others. Nevertheless, it brings about harmonious relationship and peaceful co-existence in the community, et cetera. (Oyelami, Abayomi, and Olatunde, 2011). It is on the premise of the above information that, the presenters embarked on a scholarly articulation of the role analysis of Civic Education in Nigeria's National Development. Structurally, this work is organized into seven segments. The first segment provides an introduction as its point of departure. The second segment conceptualizes the core variables. The third aspect focuses on the approaches to the study of Civic Education. The fourth segment takes an excursion into the history of Civic Education in Nigeria. The Nigeria's need for Civic Education is discussed in the fifth segmented while the sixth segment dwells on the challenges and prospects associated with Civic Education in Nigeria. The final segment concludes the paper and provides some proposals on the way forward.

Conceptualization of Core Variables

The conceptualization of the key concepts is worthwhile for easy comprehension of this work. Social studies, Civic Education and National development are the core variables on which the analysis of this work will be anchored. Hence, they have been subjected to various definitions by scholars of different backgrounds and persuasions, as demonstrated in the succeeding paragraphs.

Social studies deal with the study of man and his relationship with other men and with the environment. They call upon many fields of knowledge for subject matter content. Social studies concern itself with human beings, those most fascinating of all creatures who, in a variety of ingenious ways, can device means of meeting their basic needs and developing a social system in a wide range of different environment.

Kissock (1981:3) sees social studies as "a programme of study which instills in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with each other, their world and themselves." From this definition, it can be deduced that social studies is seen as a vehicle for passing on the knowledge developed by a society including the scholarly disciplines with the sole purpose of helping the young people understand and make use of it.

Ololobou (2004), defined Social Studies as: an organized, integrated study of man, his environment, both physical and social, emphasizing on cognition, functional skills and desirable attitudes and actions for the purpose of producing an effective citizenry.(p. 251 and 252).According to this definition, Social Studies consciously seek to promote: Cognition: That is, knowledge, comprehension or understanding, application, analysis, synthesis and evaluation as relevant to physical and socio-cultural environmental constituents which include earth materials, relief features, atmospheric processes, water bodies, the vegetal cover, the lower animals; and mans' material and non-material cultures, respectively.

- i. Functional skills: The acquisition of which make the client more productive and effective in managing the self and relating with the physical, social economic and political environments. We may recognize communication, intellectual, manipulative, study and group -work skills, among others.
- ii. Desirable Attitudes and Actions: Such Attitudes and Actions are Supportive of the development process. They include patriotism, honesty, probity, truthfulness, production, punctuality, peaceful co-existence, creativity, functional inter dependence, wise use of scarce resources, etc.

According to Rodney (1990), "development implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being."Ikwumelu (1989), stated, the "development can be viewed as a multidimensional process involving the reduction or eradication of inequality, absolute poverty, unemployment and slavery or apartheid, as well as institutional changes and economic growth." One of the major approaches to development is through education, which has to do with the inculcation of knowledge, skills, values and attitudes, with the major aim of transforming the

individual, who in turn becomes an instrument of development to himself, family, community, nation and the world.

The focus of social studies therefore is essentially man, the society and the environment and its ultimate goal is to equip individuals with knowledge and understanding for effective relationships and living.

The social studies programme is the totality of experience and understanding a child gets having been exposed to a course of studies based on man's problems in his environment. This type of programme enables pupils solve various complex problems, which confront them daily as individuals and as members of social group or the society. It therefore, offers the child a richer preparation for life.

The Role of Social Studies in National Development

Social studies help in preparing the learner for living effectively now and in the foreseeable future. It does this by drawing upon the long and varied experiences of the human race for illumination into complex societal problem. Taylor in Enem (2000) noted that social studies prepare our youths to understand the rapid changes and the development that are taking place in our country. The roles of social studies in Nigerian development according to N. T. I. (2000) are as follows;

- ❖ **Promotion of Democratic Living:** Nigeria is trying to be one of the democratic countries in the world, though many Nigerians are yet to imbibe the desired political culture needed for the survival of democracy. Through Social Studies, the child will become exposed to some of the political norms and values of the society. These can be done during elections periods e.g. refraining from electoral malpractice, voting for the right leader, and discouraging corrupt malpractice. If the child gets this training from the beginning, he is likely to grow into adulthood with the desired political orientation, patriotic attitude and national consciousness.
- ❖ **Inculcating Sense of Responsibility to Others:** The old adage of being ones brother's keeper had been eroded by the greedy desire for material wealth. We do not seem to regard our responsibilities to others as fundamental. This is not good because we are trying to destroy the unique feature of our cultural life style. There are numerous ways we can feel concerned for our fellow men. These include showing sympathy, consoling during grief, aiding during need, directing confusion especially in the case of strangers, and protections in the case of threat and so on. These attributes are fast dying among the youths and for this to permeate the youth is dangerous. Hence, the child in the primary school must begin to learn how to develop this spirit of concern and responsibility to others, and this can be done through Social Studies. The child therefore sees peace and security of others as his concern.
- ❖ **Respect for the Worth and Dignity of Others:** Nigeria is not only diverse in its ethnic, religious, cultural, linguistic and social composition, but respect for

the worth and dignity of others. The nation now is facing crises in which some ethnic or religious groups try to dominate others because of self-assumed superiority. This brings rancor and prejudice, which cause disunity. The Nigerian child should learn from the beginning that all Nigerians are equal in spite of social and cultural differences between them. By its objective, Social Studies helps to inculcate in the child the spirit of acceptance of the respect for the worth of every Nigerian.

- ❖ **Development of Tolerance:** Nigerians have different values and beliefs depending on their cultural background. Yet these differences are to be sunk in the interest of National Unity. Unfortunately, a number of Nigerians have failed to tolerate their fellow citizens with different religious, political and ideological views. A number of public disturbances in some parts of the country have been the result of political and religious intolerance. For a Peaceful and United Nigeria, citizens must be made to understand that each social, political and religious group has a right to exist and co-exist. If we respect and tolerate one another, no one would be hurt.
- ❖ **Increasing Awareness:** What should bother you is why most Nigerians are interested in breaking the laws of the land than helping to uphold them, which of course is one of their civic responsibilities. Some of these acts are done out of ignorance of the consequence. There is a study which reports that most of those who rigged or allowed themselves to be used to rig during the 1979 and 1983 general elections did so out of ignorance about the consequence their actions would have on the effective leadership of the nation. It is therefore necessary for the child to be exposed gradually to his rights and civic duties as a citizen. The creation of this awareness is one of the objectives of social studies in Nigeria Primary Schools.
- ❖ **Inculcation of National Consciousness and National Unity:** It is a pity that most Nigerians show more consciousness for their ethnic groups, religious denominations and even clubs and societies than the nation. It is important to emphasize the need for us to be proud of our country Nigeria, because we do not have any other one. Americans are proud to identify themselves as Americans. The British do the same. If we are proud of a thing, we have the need to do everything possible to protect and preserve it. Hence, every Nigerian needs to develop a sense of attachment, awareness and identity for the country. Primary School Social Studies helps the child to become acquainted with the National Symbols such as the Flag, the Anthem, the Pledge, and the pictures of leaders and so on. Are all Nigerians feel committed to the pride and preservation of the country? They would then have one thing in common, that is national consciousness which they would want to bequeath to their on-coming generations. This common interest and aspiration help to bind together for national unity.

- ❖ **Inculcation of Desirable Values and Social Attitude:** Social Studies as citizenship education has been seen as a means for the inculcation of desirable values and social attitudes in the child and as a means of social reform. It is in this light that while some people have seen Social Studies as a means of socialization, others see it as a means of 'indoctrination. Whichever applies, what is important is the inculcation of desirable norms and values of the society from one generation to another. Without doing this, the child will find it difficult to fit into the society. Doing this seems to be a unique role of Social Studies because, the subject is largely based on socio-cultural context of the society. Some of the societal values to be inculcated are honesty, fair play, hard work, patriotism, obedience, discipline, loyalty, respect, self-confidence, among others. Ololobou (1995), believes that Social Studies Education is capable of contributing substantially to the realization of the dreams of the nation.

In its broadest sense, Civic is the study of rights and duties of citizenship. In other words, it is the study of government with attention to the role of citizens as opposed to external factors in the operation and weight of government. Civic is the study of the theoretical, political and practical aspects of citizenship, as well as its rights and duties; the duties of citizens to each other as members of a political body and to the government. It includes the study of civil law and civil code, and the study of government with attention to the role of citizens—as opposed to external factors—in the operation and oversight of government.

Civic education can be defined as the purposeful and systematic effort to develop in adults the skills and disposition to function effectively as citizens in their communities as well as in the larger world. The purpose is to both develop understanding and judgement about public issues and to contribute to guided end informed decisions and actions through deliberation, public talk and dialogue (Boggs 1991 b.p.5). A subject that creates awareness on civic matters i.e politics, governance, human rights, etc.

The purpose of civic education is to prepare and motivate youth to participate in civic society. It seeks to provide youth with basic knowledge and understanding of the government and political process of their nation, and encourages them to be engaged in the wide range of activities that make up participation including voting, party, membership, issue organization at the grassroots level, policy making, candidacy, and work with local NGOs. Some even purpose civic education as a means to increase an individual's sense of efficiency (verba, 1995 & Whitelay 1995). Regardless, studies have shown that the greater an individual's civic knowledge, the more likely they are to participate in public affairs.

The purpose of civic education is to encourage citizens to participate fully in the political life of a community and country committed to the fundamental values and principles of democracy. Within this as a working purpose, those planning and conducting civic programmes have developed considerable variety in their synthesis or curricula.

Objective Goals of Civic Education

Civic education aims at impacting the knowledge and skills that we need for effective participation in the community, government, and politics.

Civic education seeks to accomplish a number of general goals, such as impact knowledge about democratic practices and institutions. Instil core democratic beliefs and values and encourage more active and informed political participation. To transmit information on electoral procedures and practices to the largest number of possible voters. To bring local elected officials and their constituents together in programmes that are designed to find solutions to community problems.

Civic Education means all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. Civic Education does not necessarily need to be intentional or deliberate or intentional institutions and communities transmit values that students are not properly taught the values that are necessary for national development (Alexander, 2012). Challenges facing Civic Education in Nigeria cannot be discussed successfully without mentioning lack of commitment of government officials. Although, the federal government entrenched the Civic Education programme in National Policy of Education (NPE), in 1991, there is still much to be done when it comes to the practical support of its implementation.

More committed action will help the growth of the discipline. For instance, there should be adequate planning that would map out both short and long term goals; as well as the strategies of evaluating the progress been made. In addition to the above discussed hindrances is the relative newness of Civic Education. While Western education was introduced into the country in 1842, (NTI, 2012) Civic Education was formerly introduced in 1999 and implemented in 2000 that is after a century. Owing to this, some people including school management sometimes conceive that Civic Education is an intruder into the curriculum. Consequently, feel reluctant to allocate a reasonable time on the school time table for teaching and learning of the discipline. Some view Civic Education as a repetition of subjects like government, history, social studies and the likes. As such, they have nonchalant attitude in studying the subject in question, this as a matter of fact impairs the smooth progress of Civic Education as such national development is been affected. Contributing on the challenges hampering the development of Civic Education in Nigeria Iyamu (2003), brings to the fore the view of Mokwenye thus, "the government and parents in Nigeria have not done enough to positively and creatively occupy the minds of the youth to the extent that most of them have detailed and veered off the path of moral decency and dignity". Over the years, attention has been on equipping Nigerian youth with the needed values and social attributes that enhance their acceptance, integration and participation in the society - (FRN, 1989), yet experiences have shown that the youth are finding it increasingly difficult to lead desirable ways of life, participating in the areas of human relationships, responsibility, respect, obedience and orderliness. Generally, their level of civility has remained low, a phenomenon attributable largely to the lapses of the school and home. Our concern today, therefore, should be to fill the gaps by exposing

the youths to the appropriate learning experiences and activities that help to raise their civic consciousness and develop appropriate social values and an attribute for effective relationship in the society. Cognizance should be taken of the fact that the above enumerated and discussed challenges are not an exhaustive list of the challenges hindering the development of Civic Education in Nigeria. Hence, other challenges include lack of constitutional awareness, large class size, inadequate funds, among others. Basically, prospect of Civic Education in Nigeria depends on the solutions to the problems analyzed above. However, based on the present trend, it seems that the future is bright for Civic Education because of the following reasons.

- i. The entire educational system in Nigeria is aware of the need of Civic Education to students and the general public. This realization motivated the federal government to approve the study of Civic Education in primary and post primary schools as a core subject.
- ii. Problems of various types have emerged and stayed in our society. Marital problems, family problems, relationship ethno-religious problems, thuggery, HIV/AIDS, and adoption problems. All these and others demand the attention of Civic Education. With the factors/conditions still operational in Nigeria, then the future is viable for Civic Education and the prospects there-in may depend on how effective the instructors of Civic Education use their skills and competencies to help their fellow human beings, understand and resolve their differences in a more realistic way.

Another concept to be explained here is national development. National development is all aspects of life of an individual and the nation. It is very comprehensive. It is holistic in approach. It is a process of construction and development in various dimensions of a nation and development of individual. It implies the development of nation as a whole. It can be best define as all-round and balanced development of different aspects and facets of the nation viz. political, economic, social, cultural, scientific and material.

John Vaizey, a notable economist defines national development as "the total effect of all citizen forces and addition to the stock of physical, human resources, knowledge and skill." United Nations Decade Report has also defined it as: The growth plus change. Change in turn is social and cultural as well as economic and quantitative.

Lichman (1972:57) and Markovitz (1977) stress that a developed society is the one that has succeeded in providing a source of living for the majority of its inhabitants and that of the society, premium is attached to elimination of poverty, provision of food, shelter and clothing to its members. This argument agrees with the definition of development by Todaro and Smith (2006:20-21) from modernization paradigm which sees development as a multidimensional process which involves the sustained elevation of the entire society and social system towards a better or humane life.

Locating Civic Education in Social Education**Social Studies Education and Civic Education as a tool for National Development**

The society and the nation have long had an interest in the ways in which their young ones are prepared for citizenship and in how they learn to take part in social and civic life. Today that interest might better be described as a concern, in fact as a growing concern, particularly in a democratic society. In the past decade we have witnessed dramatic demands for freedom on the part of peoples from different countries. Nigerians also should realize that social studies and civic education is essential to sustain our national development. Social studies and civic education, therefore, are-or should be-a prime concern. There is no more important task than the development of an informed, effective, and responsible citizenry. National developments are sustained by citizens who have the requisite knowledge, skills, and dispositions. Absent a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative therefore, that educators, policy-makers, and members of civil society make the case and ask for the support of social studies and civic education from all segments of society and from the widest range of institutions and governments.

It is relatively easy for a society to produce technically competent people. But the kind of society Nigerians want to live in and the kind of government they want to have requires effort and commitment on the part of its citizens. Nigerians want a society and a government in which human rights are respected, in which the individual's dignity and worth are acknowledged, in which the rule of law is observed, in which people willingly fulfil their responsibilities, and in which the common good is the concern of all.

Making that kind of society, that kind of government a reality is the most important challenge Nigerians face and the most important work they could undertake. It is pertinent to note that over the years, education has been a tool of shaping and moulding the values and characters of our children which has faced years of neglect. The implication of this is the rising cases of crime, kidnappings, religious violence. Therefore, this paper makes a strong case that for the society to be developed and national development to be achieved, education, through social studies and civic education should be employed. This is with a view to inculcating value education, which ultimately will turn around the situation of things in the country. The concept of education has been defined as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individual's own needs as well as the needs of the society where that education is based (Otive, 2006). At the outset, it is important to point that education goes beyond schooling. But schooling at all levels help to achieve the purpose of education.

Social studies and civic education as a field of studies have a lot of contributions towards the attainment of national objectives. It involves the adult and the young within the society. Social studies and civic education help in the development of their

competencies to enable them solve and manage the socio-economic and physical forces arising in their midst.

Social studies and civic education as a field of studies instil in students the knowledge, skills, attitude, and actions that are considered important in the relationship and interaction of man and those around him and the entire environment as well as cultivating in them the attitude to participate in public life to use their rights and discharge their responsibilities as a citizen for the development of the nation.

Social studies and civic education has gone a long way to make the citizen to be productive and effective in managing the self and relating with the physical, social economic and political environment.

The knowledge of social studies and civic education help to prepare the youth to understand the rapid changes and the development that are taking place in the country. It is through the study of social studies and civic education that the people will be inculcated the knowledge of promoting of democratic living. They will also be exposed to some of political norms and values of the society. If the child has the knowledge from the beginning, the child will likely to grow with it to adulthood with the desired political orientation, patriotic attitude and national consciousness.

These also help in inculcating sense of responsibility to others. The child will learn how to show sympathy, consoling others during grief, aiding during need, and protection on case if the need arises. The child therefore sees peace and security of others as his concern. The child through the study of social studies and civic education learn to respect the worth and dignity of others. It will inculcate in them the spirit of acceptance of the worth of every Nigerian, that everybody is equal no matter the social and cultural differences.

The study of both help to prepare and motivate youth to participate in social and civic society. They seek to provide the youth the basic knowledge and understanding of the government and political process of their nation and encourage them to be engaged in the wide range of activities that make up participation including voting, party, membership, issue organization at the grassroots.

Recommendations

If effective teaching of Social Studies and civic education in Nigeria Primary Schools is to be used as a catalyst for national development, the teacher should teach the pupils with emphasis on the following: He should select materials in such away as to inculcate the spirit of patriotism. He should make deliberate effort to challenge the pupils to examine certain positive values and attitudes and the need to adopt them. He should make his pupils think critically about issues and social problems. He should give to the pupils a number of relevant activities so that they can form the needed attitudes, values and skills. The pupils should be made to appreciate the need to cooperate with fellow citizens for peace and unity of this country. The pupils should be

taught the need to appreciate their cultural values and respect for that of other people. They should be made to develop the spirit of tolerance particularly in religious matters. Some resources of social studies and civic education such as literacy materials, radio and television programmes, which have hitherto been neglected in the social studies and civic education curriculum, will be recognized. Social Studies Association of Nigeria (SOSAN) and civic education should be in the forefront of the campaign-to fight corruption which is the greatest enemy of national development. This can be in form of national rally on anti-corruption. More textbooks should also be written and published by social studies and civic education specialist to sustain the struggle against corruption. Such books should have illustrations and examples that will discourage corruption.

Sustained and systematic attention should be given to social studies and civic education in the basic elementary curriculum. Although the National Education Goals, as well as the goals, curricular requirements, and policies of every state, express the need for and extol the value of social studies and civic education, this vital part of the student's overall education is seldom given sustained and systematic attention in Basic Elementary curriculum. Inattention to social studies and civic education stem in part from the false assumption that the knowledge and skills citizens need emerge as by-products of the study of other disciplines or as an outcome of the process of schooling itself.

While it is true that history, economics, literature, and other subjects do enhance students' understanding of government and politics, they cannot replace sustained, systematic attention to social studies and civic education. Social studies and Civics should be seen as a central concern from kindergarten, whether it is taught as a part of other curricula or in separate units or courses.

Schools should thoroughly examine the "informal curriculum," or the governance of their school community and the relationships among those within it. Student participation in the governance of their classrooms and schools should be an integral part of social studies and civic education beginning in the earliest grades and extending throughout the span of their formal schooling.

Social studies and Civic education should help students develop a reasoned commitment to those fundamental values and principles necessary for the preservation and improvement of Nigerian constitutional democracy. Every student should become familiar with the nation's fundamental documents through age-appropriate instruction. Students at all grade levels can profit from the study of exemplary citizens, both the famous and not-so-famous, those from the past and from the present. Co-curricular activities that support and extend social studies and civic education should be encouraged. Activities such as mock elections, mock trials, and simulated legislative hearings promote greater interest and understanding of government and civil society.

The opportunity for school and community service should be made available to all young people as a part of their social studies and civic education. Community service should bring students into direct contact with government at every level and with sectors of civil society appropriate to their study of social, civics and government.

States and school districts should be more attentive to the professional development needs of beginning and less experienced teachers. State and school districts should recognize, reward, and retain teachers who are outstanding social studies and civic educators so that they are not lost to the nation's classrooms.

Saliently, in line with the historical appraisal, attempt has been made at proving the extent of Nigeria's need for social studies and Civic Education as well as stating the challenges and prospects associated with social studies and Civic Education in the country under study. Based on the findings of this study, we make the following recommendations/proposals on the way forward. Firstly, policy-makers in education sector should make sure that the problem of paucity of materials for teaching and learning of Civic Education is done away with. This will facilitate easy comprehension and speedy inculcation of Civic Knowledge in Nigerian citizens. Secondly, in-house courses, seminars and workshops should be organised from time to time by the Ministry of Education (Federal and States) for all teachers of social studies and Civic Education, in order to give them quality training to contribute more meaningfully to the growth and development of social studies and Civic Education which is necessary for Nigeria's national development. Thirdly, voluntary organisations, religious bodies and professionals should be encouraged to plan and organise leadership, social and Civic Education for youth, especially when they are on school vocation. Fourthly, parents should be encouraged to make their children participate in social studies education and Civic Education programmes even during holidays like the Boys Scout, Girls Bridgade et cetera, this will go a long way in facilitating national development in the country. Lastly, the teaching and learning of Civic Education in the country should be extended to post-secondary levels and to cover people in all walks of life in order to achieve national development. Owing to this, we recommend that the National Orientation Agency (NOA) should handle the task of giving social studies and Civic Education to non-students.

Conclusion

This paper discussed how social studies education and civic education could serve as a catalyst for national development. As indicated earlier, the young ones are the best instruments for national development. It can be achieved if they are well trained in all subjects, social studies and civic education inclusive, such training would not depart from them and the knowledge, skills, values and attitude acquired would be used for national development. Social studies and civic education are the only subjects-that can effectively inculcate into the pupils, the desirable values, ideas, beliefs and attitudes which would enable pupils develop the nation. Because they are subjects that trains the 'head' and the 'heart', Obemeata, Ogugua, Agu and Laosebikan (1981) described

social studies as a "key to unlock" the tender hearts of the pupils and plant "tools" which would be used for national development in later years.

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