



## Social Studies Education and Social Sciences: A Juxtapose

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### Abstract

Social studies education is a discipline that has performed excellently well in the annals of human society. From time immemorial, social studies education has not relented in providing the succour needed to foster harmonious relationships among family circles, stabilize national harmony and serve as an adhesive to the multiethnic nature of the nations around the globe. Through its well-articulated contents, it has built families, empires, states, nations and the globe as a whole. It is imperative that the future of the discipline should be built as it has built a lot of humans. This noble disposition will ensure that its numerous benefits are continued to be enjoyed. A symbiotic relationship must be experienced between the discipline and the human race it has immensely benefited. Social studies education does not have its root in Nigeria, though it has come to stay in the country as well due, to its unquantifiable importance and benefits; it is a discipline that is eclectic in nature. Its tentacle spreads across all aspects of human endeavours; hence, it is seen as a panacea to so many evils that bedevil mankind around the globe. The relationship between social studies education and certain social science subjects like Psychology, Political Science, Geography, History, Sociology, Economics, Civic Education, Religion and Anthropology brings out the eclectic nature of social studies education for effective human capacity-building and national development. The paper delineates areas where Nigeria does well and where adjustments need to be made for an effective function of social studies concerning social science subjects. This paper, therefore, sees social studies education as a discipline that still stands the test of time and must be accorded the dignity and recognition it deserves.

**Keywords:** Social Studies, Education, Social Sciences, Citizenship Education

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### Introduction

Man is a unique creature in the environment; he is an explorer of nature, endowed with free will and capable of rational thinking and actions made possible by his amazingly complex brain. Man has always been concerned about the environment in which he lives. This desire to understand the world in which he lives and perhaps, exercises some control over it has elicited different reactions from man over time. In an attempt to order his experiences, man created theological order to answer

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questions about life and reduce his anxious thoughts. Today, science has become highly formalized and institutionalized. Science has a stringent verification procedure to explain happenings in the environment. It also has an adaptive capacity, such that assertions can be changed based on new evidence. This is where science has become a viable approach to learning in a rapidly changing world. Knowledge has generally been categorized into the natural sciences and mathematics, humanities and social sciences. Social science is the field of sciences concerned with the studies of the social life of human groups and individuals, including Economics, Geography, History, Political Science, Psychology, Anthropology and Sociology (Adetoro, 2015).

Aligba (2004) viewed social science as a discipline that deals with a socio-cultural aspect of human behaviours. In the same view, Okpaga (2013) conceptualized social science as the discipline of study that attempts to give an understanding and explanation of human activity in the context of social relations, social groups and institutions. According to Okonkwo (2003), social sciences refer to the scientific study of human society; it focuses on man's life with other men in groups.

Social studies education, on the other hand, is related to the social sciences, through which it borrows ideas and concepts to solve the problems pertaining to the survival of man. Every individual needs to have a fundamental appreciation of the key ideas that relate to present-day society which concerns social studies education. The teaching of the subject matter (social studies education) permits students acquire values, such as justice and equal rights, which are the bases of society. Thus, the roles of social studies education in the development of an individual and nation cannot be overemphasized. It is very essential to an all-around development of an individual and has contributed immensely towards the attainment of the national objectives of Nigerian education. Social studies education enables people to appreciate the cultural diversity of Nigeria and the need for cooperation and peaceful coexistence among the diverse ethnic groups (Okonkwo, 2004).

Social studies as a distinct discipline create suitable learning experiences for learners, i.e. interactions between learners and their environments, which exhibit behavioural changes in them. This paper discusses social studies education and its relationships with other social science subjects and how concepts from these social sciences subjects make meaning in social studies education.

## **Conceptual Framework**

### ***The Concept of Social Studies Education***

Many countries of the world offer social studies as one of the subjects in their school curricula. It has been observed that the definition of social studies is not the same in all the countries that offer it in their school systems. The lack of a single comprehensive and acceptable definitions of social studies education that can satisfy all shades of opinions universally, is not unconnected with the varying nature of the factors or circumstances responsible for the introduction of the subject in different countries of the world. This situation has left social studies education specialists in different countries to attempt to define the subject differently as it affects their national situation, interest and aspirations. To a large extent, its definition in any countries depends on the objectives for which the subject is used to achieve. Thus, Unimke, Ubi, Opoh and Iwoke (2015) posited that social studies education is a term used to describe the broad study of various fields of studies which involved human behaviour and social interaction. National Council for Social Studies (NCSS, 2002) defined social studies education as the integrated study of the social sciences and humanities to promote



civic competence within the school programme. Social studies education provides coordinated, systematic study drawing upon such disciplines as Anthropology, Archaeology, Economics, Geography, History, Law, Philosophy, Political Science, Psychology, Religion, and Sociology, as well as appropriate content from the humanities, Mathematics and natural sciences.

Johnson (2010) described social studies education as a dynamic process that uses knowledge and skills for a greater understanding of self, societies, institutions, nations, as well as environments. Zarrillo (2013) conceptualized social studies education as the interdisciplinary integration of social sciences and humanities concepts to practice problem-solving and decision-making to developing citizenship skills on critical social issues. Fadeyiye (2006) defines social studies education as the study of man, as he interacts with a different environment. These environments could be physical, social, political, economic or cultural environments. NTI (2007) describes social studies education as a common learning of man's interactions with his social and physical environments.

Ololobou (2010) sees social studies education as an integrated study of man as he battles for survival in the environment, both physical and social. Ajiboye (2010) viewed social studies education to be a programme of study which exploits to instil in its citizen's skills, attitudes and actions that they considered important for building a positive relationship with each other and the society as a whole. Akinleye (2003) opined that social studies education emerged as a school subject of primary importance for study in order to modify the dysfunction of the inherited educational system from the colonial masters. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world.

Iyela (2005) discusses social studies education as an integrated programme which concerns itself that seems to be uniquely associated with citizenship. That is, social studies education is not just education for citizenship, but also a programme of general education for young people, focusing on the study of humans, societal institutions and relationships with nature and with one another. Obebe and Olatunde (2005) consider social studies education to be the study of man as he interacts with various environments and how he influences and is influenced by these environments. Okam (2006) views social studies education as a complex, but organized process through which individuals acquire worthy knowledge, attitudes, values, skills and competence that is vital; for self-fulfillment and effective contribution to the survival and continuity of society. Ogundare (2011) views social studies education as the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type of values and attitude for self and national survival, the acquisition of necessary skills, ability and competencies which individuals needs to be able to contribute to national development. Mezieobi & Mezieobi (2015) define social studies education as a field of study designed to promote civic competence and it is integrative, incorporating many fields of endeavours. From the above definitions, the focus of social studies education, therefore, is essentially on man, society and the environment and its ultimate is to equip individuals with knowledge and understanding for effective citizens.

### ***Objectives of Social Studies Education***

The objectives of social studies education may be broadly outlined as follows:



1. To create an increased awareness and understanding of our evolving physical and social environments.
2. To develop a capacity to learn and to acquire certain skills including not only those of listening, speaking, reading and writing, and of calculation but also those of hands and head.
3. Ensure the acquisitions of the body of relevant knowledge and information, which is an essential prerequisite to personal development, as well as, to a positive contribution to the betterment of mankind.
4. To develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, and the wider national and international communities.
5. Develop in the students, a positive spirit of togetherness, comradeship and cooperation towards a healthy nation.
6. Promotion of understanding of social problems of their locality.
7. Promotion of the ability to think reflectively.
8. Creation of awareness that discipline is essential for an orderly society.
9. Demonstration of flexibility and willingness to accept necessary changes within a system.
10. The promotion of effective and active citizenship (NTI, 2008).

Other roles played by social studies education include:

- i. The development of national consciousness and commitment as necessary ingredients for nation-building.
- ii. The inculcation of social value and skills for active social life.
- iii. The development of intellectual skills, knowledge and abilities for a better understanding of the immediate and remote environment.
- iv. Developing rational thinking ability for practical social life.
- v. Identifying and solving problems using problem-solving techniques.
- vi. Promoting value awareness and utilization of some values in tackling dynamic problems in the society (Ogunbameru, 2006).

### ***Components of Social Studies Education***

There is no agreement among social scientists as to what disciplines constitutes the social sciences, according to Okpaga (2013), in Mezieobi (2015) are Economics, Geography, Political Science, Psychology, Sociology and Demography. Subjects like History, Anthropology, and some disciplines in the humanities, such as Law, Linguistics, Religion, Philosophy and Criminology have been added. Subjects in applied social sciences are also included as social science. Accounting, Business Administration, Banking and Finance. Education, Communication Studies, Environmental Studies, Development Studies and Computer Science are included as Social Science (Okpaga, 2013). Therefore, the components of social studies education are as follows: Political Science, Psychology, Geography, Sociology, Economics, History, Civic Education, Religion and Anthropology etc.

### ***The Concept of Social Science***

The term social science has been defined variously by different authors and scholars. For instance, Aliogba (2004) viewed social science as a discipline that deals with a socio-cultural aspects of



human behaviours. The Oxford Advanced Learner's Dictionary of English Language 7th Edition (2006) described social science as the study of people in society or a particular subject connected with the study of people in society, for example, Geography, Economics or Sociology. In the same view Okpaga (2013) conceptualized social science as the discipline of study that attempts to give an understanding and explanation of human activity in the context of social relations, social groups and institutions. Okonkwo (2003). Social sciences refer to the scientific study of human society; they focused on man's life with other men in groups. McQuail (2005) viewed social science as a subject consisting of the disciplined and systematic study of society and its institutions, and of how and why people behave as they do, both as individuals and in groups within society. Aitkin (2004) explains that social sciences are concerned with the interactions people have with each other and their environment. It provides a knowledge base and range of perspectives on the patterns, interactions and relationships of individuals and groups in their social, economic, cultural, religious, educational and political spheres of activities and in their relationship to the natural environment. Encyclopedia International (2015), defined social sciences as those mental or cultural sciences, which deal with the activities of the individual as a member of a group. Similarly, they are considered as those bodies of scholarly materials which deal with human relationships. They act as the products of research, thought and experiences. According to Norman (2008) social sciences are all the academic disciplines dealing with man in their social context, presented to gain a clearer understanding. All of these social sciences can be interpreted as all of the knowledge about human beings in social contexts or as members of society. Kazi (2007) variously defines the social sciences as:

- i. The intellectual discipline that studies human kind.
- ii. The discipline that studies human relationships.
- iii. The scientific studies of homo-sapiens as social beings and
- iv. The discipline that is concerned primarily with the study of man and society, human expressions or activities and relationships in space and or time.

All the definitions x-rayed that the social sciences are intellectual disciplines that study man as a social being that lives in groups and societies, using scientific methods. The social sciences encompass diverse concerns of a society that include a wide range of contents drawn from the disciplines of History, Geography, Political Science, Economics, Philosophy, Religion, Civic Education and Sociology. While social studies education as a course is about a man and his social, political and behaviour, etc and has its root from the social science subjects this is what had made it an eclectic subject.

### **The Need for Contents from Social Sciences for Social Studies Education**

The importance of the content materials from the social science subjects enriching social studies education cannot be overemphasized because of the intrinsic relationships between them. According to Kazi (2007), the importance of social sciences include, among others the following:

- i. Provision of learners with an opportunity of acquiring knowledge and understanding of the world or society in which they live.
- ii. Creation of a situation where a learner becomes aware of and sensitive to the problems of society and important social and moral questions such as realism, the philosophies of different types of government, attitudes to war, poverty, injustice and desperate plight of many human beings in the local, national and world today.



- iii. Encouragement to learners to enquire, discover and think by providing a variety of contents and methods that can appeal to youthful enthusiasms, stimulate the imagination, promote intellectual curiosity and provide a spot for further investigation.
- iv. Creation of a learning situation where learners will not merely acquire factual knowledge, but will also develop approval to and methods of work that will allow them to discover relationships and see particular facts and topics as part of a whole.
- v. Provision of work that is relevant and that is easily seen by learners to be relevant to their needs and lives today to live and lead in the future as they try to understand the complex world in which we live.
- vi. Provision of an opportunity for learners who may not be motivated to work in other more traditional subjects to discover interests to develop them and thus prove to themselves as well as others that they are as capable as anybody of achieving fulfilment.
- vii. Helping learners to appreciate the importance of individuals both in them and in their relationships to the society and comparative world studies in which historical and anthropological materials would prove most valuable.
- viii. Creation in the learner a learning situation whereby they are able to distinguish between facts and opinions, theories and opinions, hypotheses and proofs.
- ix. Provision of contents, methods and resources for learners of all levels of ability and of differing motivations and
- x. Giving learners the means of interpreting and assessing developments in the world and enabling them to see where things that happen are related or not as the case may be to a central point or whole for the good of humanity.

In summary, the social science discipline and social studies education aim at creating future citizens who:

- i. Have thoroughly learned the way of thinking of social scientists.
- ii. Are perceptive and discriminating researchers.
- iii. Can think generally and understand properly.
- iv. Appreciate deeply and infer carefully.
- v. Can have liberating minds to make decisions and to conclude logically.
- vi. Are participatory centred and not passive.
- vii. Are critical, rational and considered in their decisions and not hutch-porch.
- viii. Are problem-solving and
- ix. Are cross-cultural in outlook (Kazi, 2007).

The relationship social studies education has with other social sciences is important for the general growth, development and process of man in his different activities as follows:

- ***History and Its Relevance in Social Studies Education***

History as an attempt to re-think the past means analysis and interpretation of the human past for studying continuity and changes that have taken place over time. As a human science, history provides a deep understanding of human struggle over time for social studies. It does this through the study of written documents, oral traditions, artefacts, photographs, paintings and archaeological findings. History also provides background information to different studies, as in "History of Social Studies." This is because History carries the burden of human progress as it is passed down from



generation to generation. In order to understand the cause, effect and relationships of an event, history answers the three questions of what, why and how dimensions in social studies education. 'What' is the conceptualization of the event of the past, 'why' is about the reasons/causes of an event and 'how' is the interpretation of the outcome and effects of what happened (Talekau et al., 2015). As 'learning by enquiry' therefore, Carr (1961) submits that History is a continuous process of unending dialogue between the past and the present. As a significant study, history, according to Talekau, et al. (2015) possesses disciplinary, informative, cultural, social, political, nationalistic, internationalistic, educational, intellectual, vocational and ethical values. As a valuable discipline, History trains mental faculties such as critical thinking, memory and imagination; while its imaginative value lies in its being a wonderful treasure-house of information and pathfinder of man's future.

Culturally and socially, History promotes appreciation of cultural heritage and social understanding. It also teaches political organization and the development of human societies. As a nationalistic and international course, History promotes a sense of patriotism and the understanding of interdependence in a global world. The autobiographies of great men as revealed by History serve as a means of developing a sense of role models in the individuals with the ability to analyze and critique for reasoned judgment. As an ethical subject, History teaches morality and valuable thoughts of reformers and sages. Vocationally, History offers job careers in teaching, library, archival and social-political journalism. Every event has a historical context within which we commonly say the event must be studied. The subject matter of History is everything that has already happened (Channels Television, 2018).

The study of History involves: Identifying, classifying, arranging and patterning. History as a discipline is an important component in social studies education because it exposes the learners to the past, and the present so that the future can be predicted. It helps to shape and sharpen human existence in the society. History has concepts that can be used in social studies education as chronology, epoch, period, politics, economic progress and constitution etc. The common attributes or characteristics of History and social studies education are:

- i. They study changes in societies and cultures.
- ii. They have powerful influences on past, present and future events.
- iii. They enable us to follow the development of ideas, institutions, cultures, and people and to grasp their relationships.
- iv. They are the mountaintops of human knowledge from when the doings of our generation may be scanned and fitted into proper dimensions.
- v. They vehicles or records of things said and done by man.
- vi. They gather, examine, select, verify, interpret and present facts and information.
- vii. Both History and social studies education use primary and secondary sources of information, such as first-person accounts, tax records, inventories, minutes of meetings and the works of their scholars in them.

History and social studies use the following generalizations in deriving contents materials for teaching-learning:

- i. Interaction among societies or communities can be of three types viz:
  - a. Competition of goods and values offered by the environment.



- b. Accommodation by making necessary adjustments and compromises.
- c. Cooperation as a means of survival.
- ii. Conflict is usually resolved through negotiation or militia.
- iii. Power is both a cause of conflict and a means of conflict resolution in a community.
- iv. The presence or lack of resources in a society can be the cause of conflict between one community and another.
- v. Conflicts between nations or groups must be resolved whether by peace, treaty or absorption of one group or one ideology by another.

- ***Geography and its Relevance in Social Studies Education***

Geography is the study of the Earth and all the physical and man-made features found on it and how it influences social and cultural development. According to Joseph (2008), the connection of geography with social studies education, is as much social science as it is physical science. It is impossible to separate the two. The physical environment is affected by the cultural environment, and the cultural environment is shaped by the physical environment. Some of the concerns of geography are ecology, climate, vegetation resources, mineral resources, accessibility and demography. Geography has practical applications manifest in maps, trade patterns, industrial and agricultural decisions, settlement of population, aggression and acquisition, boundaries, population, mountains, site, situation, countries, communication, transportation, continents, hemispheres, survey, relief, rocks, oceans, temperature etc. This discipline affords the students the opportunity to study the functional relationship between human beings, land characters of areas and conditions as well as, the processes of the Earth's surface that is: air, water and terrain (Gajere, 2015).

In the same vein, Lawal (2002) posited that the discipline assists learners to understand alternatives available for future human settlement and demonstrate them through maps, and physical and human patterns on the Earth's surface. The acquisition of geographic knowledge and skill will help social studies students to make an informed decisions about their physical environment and human settlement. Learning about human places and human interactions with the environment helps learners as they create their spatial views and their geographic perspectives on the world. In the concept of man, place, and students' environment can understand various conditions that have mutual relationships and relationships between one concept and another. Besides these common concepts, Geography and social studies education possess the following common attributes or characteristics:

1. They ask the question "Why people are where they are?"
2. Their concern is to investigate and understand the causative factors of why humans locate where they do and why they use their environment as they do.
3. The two subjects study the Earth as the home of man.
4. They study the character of a place, the nature of the site and the situation.
5. Their focus is on the study of the surface of the Earth and humankind and how they interrelate with each other.
6. Geography or social studies scholars are basically interested in how site, situation and area differentiation and spatial relationships affect industrialization.





7. They have flair for an expanding horizon of the curriculum and study of neighbourhoods, villages, districts, local government areas, states, countries, continents and the world at large.
8. The presence or absence of some resources has a powerful impact on some countries of the world.
9. Transportation is vital to the distribution of goods and services.
10. The wasteful use and pollution of natural and human resources by man pose serious problems for his continuous survival on the Earth as his home.
11. The climate of a place has some effects on man's activities.
12. Every geographic area or environment is affected by physical biotic and social forces.
13. The impact of these forces on an area creates similarities among areas which are called formal or uniform regions and they are static in nature.
14. The environment provides constraints and possibilities for human development but it does not determine it.

- ***Sociology and its Relevance in Social Studies Education***

The word sociology consists of two words; “*socius*” and “*logy*,” “*Socius*” means companion, a member or belonging to the same group or association while “*Logy*” means the scientific study of the nature and development of society and social behaviour. Sociology is the general science of society. It is the scientific analysis of the human relationship, its causes and consequences. It is an intellectual discipline which is concerned with the development of systematic and reliable knowledge about human social relations. It is an organized attempt to apply to the study of human society using a scientific approach and method. Sociology can therefore be said to be a systematic attempt to employ science in establishing knowledge and the nature of human society (Whawo, 2011).

Egbuchuelem (2002) sees sociology as the systematic and objective study of human society. It can be viewed as the scientific study of human behaviour, the interaction between humans, social institutions and social organization/structure. Sociology investigates the relations between all aspects of social life (social facts and problems) in modern socialized society, with some special emphasis on class, race and gender. Sociology as a social science is concerned with the character and dynamics of modern industrial society. Like anthropology sociology focuses on culture-ways of thinking, feeling and acting learnt from others as members of a group.

Shankar (2006) in Gajere (2016) observed that the sociological concepts applied in social studies education help the students to understand that every society develops a system of roles, norms, values and sanctions which guide the behaviour of individuals and groups within the society. It also helps the learners to acquire the knowledge that every society develops. More so, it exposes the learners to the fact that the social environment in which a person is reared and lives have a profound effect on the personal growth and development of the individual. The common concepts in Sociology and social studies education are Group, social systems, organizations, social aggregate, social actions, role, behaviour, institution, social stratification, socialization, social change, value and attitudes, significant others, reference group, norms, siblings, peer group, social problems, social disorganizations, crime, support, family and modification. Sociology and social studies education possess the following attributes or characteristics:



- i. They deal with human beings essentially, as social creatures though there are cases of isolates, hermits and religious fanatics.
- ii. They are interested in the systematic occurrence of the consequences of group living in society.
- iii. The realms of explanations in them are the relationship of the social structures that we build, and the way they are formed, sustained and changed.
- iv. Basically, sociology and social studies education are concerned with the understanding of the basic units of social life, groups, families, schools, neighbourhoods, the urban or rural communities.
- v. They are interested in what holds the groups together and what are the sources of inter-group antagonisms?

Sociology and social studies employ the following generalizations in their study of phenomena:

- i. That values, norms, beliefs, organizations, groups, positions, roles and social aggregates do influence human behaviours and the make-up of the social system resulting in support and modification.
- ii. Human societies exhibit patterned social behaviours that can be described as explained.
- iii. Much of human behaviour is guided by shared values that people voluntarily follow.
- iv. One important part of the social system is an organization, where people work together to achieve specific goals.
- v. Two major types of forces that tend to shape organizations and social aggregates are:
  - a. Forces that lead to stability and regularity, for instance, recognition of complementarities, compromise and submission.
  - b. Forces that lead to tension and strain, such as uneven distribution of values and power may result in human rights revolution.

- ***Anthropology and its Relevance in Social Studies Education***

Anthropology is the study of the relationship between biological traits and socially acquired characteristics. Sometimes called the study of humans, it consists of two broad fields: Physical anthropology and Cultural anthropology. Some of the concerns of physical anthropology include the influence of the evolution of the natural environment on the physical characteristics of humans. Human evolution: how modern *homo-sapiens* evolved from earlier species. Some of the concerns of cultural anthropology are: Archaeology or the remains of extinct civilizations that left no written records, organization of pre-literate societies, and characteristics of subgroups or subcultures within contemporary society. Among the topics that interest anthropologists are excavation of formerly inhabited sites, fossils, the gene pool, technology and artefacts, linguistics, values, and kinship. Morris (2004) cited in Gajere (2015) maintained that concepts in Anthropology offer social studies students the opportunity to have key insights into and understanding of what it takes to be human. In the same vein, Adeyinka (2000) is of the view that the knowledge of Anthropology in social studies education enables the students to learn about the beliefs, values and traditions of other people and appreciate them. There is much in the social studies curriculum that is anthropological in nature/content. Indeed, the unified concept of social studies education has a closer kinship to Anthropology in terms of its attempt to deal with the totality of social phenomena than it does to any other social science. The contribution of basic anthropology concepts to social studies education



includes culture, values, beliefs, customs, roles, and civilization. Examples of various concepts in development in the form of anthropological generalizations: culture is a social heritage that has differences in various circles of society, adjusted to the location where they live. Families have shared needs, but have differences in how their needs are met. The main difference between one human and another lies in a cultural factor, not in their physical biology (Adeyinka, 2000).

Their common attributes or characteristics are:

- i. They are the sciences of man and his works.
- ii. They study the biological, psychological, social and cultural aspects of man.
- iii. Both Anthropology and social studies education strive to study the totality of human life, society and culture e.g.
  - a. History of history-less people.
  - b. The economics of underdeveloped nations.
  - c. The language structures of non-literate peoples.
  - d. The means of social control of societies without formal government.
  - e. The art of music of peoples without higher culture.
- iv. Anthropologists and social studies scholars conduct field studies of both pre-literate and contemporary peoples, their cultures, and the components of their cultures such as culture traits, kinship systems and customs that contribute to a holistic understanding of the people.
- v. Related areas of studies in both anthropology and social studies are:
  - a. Archeology which studies ancient and extinct peoples in their settings done largely through digging for the artefacts that survive.
  - b. Ethnology or ethnography which is the contemporary study of a particular group of people, a tribe or a major ethnic group.
  - c. Ethno-musicology which is the study of the distinctive music of ethnic groups and ethnic folklore, the mythologies and other tales handed down from generation to generation of people.

The generalizations that show relationships between anthropology and social studies education are:

- i. Man is a mammalian, social and cultural animal.
- ii. The human population lives in an environment-natural and man-made.
- iii. Culture affects the natural and man-made environment and also affects man and his needs.
- iv. Culture is made up of many traditions that are the results of accumulated knowledge, artefact and customs.
- v. Culture is socially learnt and survives as a potential guide for human behaviour in any given society.
- vi. Evolution of culture may change man and his needs.
- vii. Further innovation in society can lead to simplification and higher productivity.
- viii. Cultural diffusion is a dynamic phenomenon in man's history.
- ix. Cultural borrowing is a necessary evil to man.
- x. One culture or civilization builds on another as they all evolve towards the highest stage. (Kazi, 2007).



- *Psychology and its Relevance in Social Studies Education*

Psychology is defined as the study of human behaviour, dealing with the mind and personality of the individual. It is a social science because humans are social creatures. Saul (2011) defined psychology as a scientific study of the mind and behaviour. The most relevant to social science is social psychology. Social psychology is the study of the individual's behaviour as it influences and is influenced by the behaviour of others. Some specific topics that interest psychologists and social psychologists are: Socialization, environment and heredity, adjustment and maladjustment, perception, attention, feeling, emotion, learning, phobia, psychosis, inhibition, defence mechanism, neurosis, association, cognition, drive, avoidance, behaviour, intelligence, sensation and altruism. Irikana and Ibeh (2014) in Mezieobi (2016) noted that Psychology studies man, his mental behaviours, activities and motivations. Psychology being a component of social studies education could assist the learners to gain the insight that behaviour can be influenced by a lot of factors, such as one's society, environment, peers, family upbringing and education level etc.

The common attributes or characteristics of psychology and social studies education are:

- i. They are the systematic studies of an individual's behaviour and mental processes which provide important knowledge that is valuable for every living in the society.
- ii. Both psychology and social studies education have a focus on "self" believing that human beings are self-directing and self-actualizing.
- iii. Psychology and social studies education direct themselves to the legitimate needs of people, the problem of ego identity, self-fulfilment, and prevention of violence rather than squandering resources on problems of investigation that are most suitable for their closeness to the natural science methodology.
- iv. Psychology and social studies education (at times) make no mistake or pretence of being value-free.
- v. Both subjects used a survey to determine norms for such things as attitudes, motivations and fears.

Among the common generalizations used by psychology and social studies education in teaching-learning social phenomena in our schools and colleges are:

- i. An individual's interaction with other individuals is guided by motivations, self-concepts, and abilities and it is moderated by avoidance behaviour, inhibitions and adaptive behaviours.
- ii. Technology in its advanced form brings with it serious problems of adjustment as the individual's sense of personal accomplishment is far removed from the finished technological products.
- iii. We can manage our personal and group problems through patience and conscious adjustment.
- iv. Altruism is a pre-social behaviour needed in society.
- v. Diffusion of responsibilities is a characteristic of most communities and organizations.
- vi. Coping with stress is the best way of managing both internal and external pressures for every individual in the society.
- vii. The dependence on psycho-active drugs is the cause of most mental disorders in the society.



- viii. Most ageing adults are overshadowed with compulsive and obsessive behaviour about sickness and death.
- ix. The continuous consumption of alcohol by most pregnant women has resulted in mental retardation, slow-growth rate and physical malformation in newborn babies a condition known as “fetal alcohol syndrome.”

- ***Economics and its Relevance in Social Studies Education***

Economics may be defined as a science which studies human behaviour as a relationship between *ends* and *scarce* means which have *alternative uses*. Economics deals mainly with the activities of man. By-ends, it means human wants, desires or needs. These human wants are numerous relative to the resources used in satisfying them. By scarce means, the limited resources are used in satisfying numerous human wants. That is to say, the resources used in satisfying human wants are scarce or not many, relative to their demand. By alternative uses, it means that these scarce resources can be used for different purposes (Anyaele, 2002).

Some of the topics include: Supply and demand, monetary and fiscal policy, costs, Inflation, unemployment, scarcity, unlimited wants, limited resources, specialization, transportation system, communication system, buyers, sellers, price changes, market decision, allocating mechanism, land, labour, capital, entrepreneur, output, saving, opportunity cost, comparative advantage, market, import, export, input, output, manufacturing, production, consumption, agriculture and industrialization etc. Economics seeks to explain, guide, and predict social arrangements by which we satisfy economic wants.

Rodney (2002) in Gajere (2015) asserted that Economics concepts enable social studies students to see human behaviour from a unique perspective. The integration of some concepts helps learners since human wants are scarce. The knowledge of this course will enhance the student’s ability to make choices and apply the principle of opportunity cost. This will also expose the students to the idea of interdependence among individuals, communities, states and nations in relation to specialization in production. Social studies education can have a range of experiences in providing learning about how individuals are organized to produce, distribute, and consume goods and services. Among the attributes or characteristics of Economics and social studies education are:

- i. They study man making choices in the allocation of resources in the society.
- ii. Both economics and social studies also study how society produces and distributes the goods and services it wants, they examine the activities that people carry in producing, saving, spending and paying taxes to satisfy their basic wants for food and shelter, their added wants for modern conveniences and comfort and their collective wants for such things as national defence and education.
- iii. The two subjects show concerns for the things men want and how they go about acquiring them in their environment.
- iv. Their central idea is the scarcity concept namely that every society faces a conflict between unlimited wants and limited resources.

The common generalization in economics and social studies education are:



- i. The resources of a given environment or location are usually converted into use to help satisfy human wants.
- ii. There is a relationship between economic power and social power.
- iii. Specialization brings about interdependence, which in turn necessitates a monetary system and transportation system.
- iv. Man has to discover an allocating mechanism and this is the market where the interaction of buyers, sellers and price changes occur in society.
- v. Price determines the pattern of production, the methods of production, income distribution, and level of spending and saving, which, in turn, decides the level of total economic activities.
- vi. Market decision is modified by public policies carried out by the government to assure welfare objectives.

- ***Political Science and its Relevance in Social Studies Education***

Political Science is the study of social arrangements to maintain peace and order within a given society. It deals with government, and its interests includes: politics, laws, administration, international relations and the theory of the nature and functions of the state. It has both a philosophical and a practical base. It examines the theory of systems of government, but it also studies actual practices by which government, taxes, prohibits, regulates, protects and provides services. Lawal (2002) in Gajere (2015) postulated that the integration of the Political Science concept in social studies education provides the learners with the chance of learning about people's attitudes, idiosyncrasies and how value judgment can be influenced. The integration of some concepts from a political science into social studies curriculum content will enable the learner to understand that all societies make policies or laws about how the people should live together in peace and harmony. This, also, exposes the students to the understanding that decisions, policies and laws made for and by a given society are a reflection of their values, beliefs and traditions. The common attributes or characteristics of political science and social studies education include:

- i. They are intellectual disciplines that are primarily concerned with how man governs himself.
- ii. They deal with the systematic study of government and the political process from the point of view of what it ought to be and how to achieve the greatest coincidence between the two.
- iii. To Bank and Clegg (1977) political science and social studies use the following four broad approaches to study social phenomena viz:
  - a. The discipline structural approach, where the emphasis is on the description of the structures of government e.g. local, state, national, executive, legislative, judicial branches, the number of senators and their terms of office, the steps by which a bill becomes a law etc.
  - b. The prescriptive-proscriptive approach which is a simple public school civics instruction for decades. Here the expected attitudes and practices of a good citizen have prescribed thus: good citizen votes, pays taxes, obeys laws and is informed and prescribed thus: the good citizen eschews emotionalism, avoids special interests and acts for the benefit of all, he downgrades the personality and concentrates on the positions of candidates on issues.



- c. The legal institutional approach operates from the study of major legal institutions of a political community e.g. the presidency, congress, courts, laws, rulings and decisions.
- d. The philosophical-normative approach which concerns with the questions of problems confronting humanity in the present and past.
- iv. As the people's wants enter the political system for satisfaction, they become demands which are screened.
- v. The screening process operates through formal or informal organizations.
- vi. The organizations act as gatekeepers
- vii. Some of these demands vanish and others become issues debated in the political community, a group that share a desire to work together as a unit in the political solution of problems.
- viii. The issues are moulded by cleavages in the political community and by authorities who translate these demands into binding decisions.
- ix. The binding decisions affect the social systems and the participants in them generating positive or negative support.
- x. The support may be directed towards the political community, towards the regime of a political system that incorporates a particular structure of authority and or towards the authorities, the particular persons who occupy positions of political power within the structure of authority.
- xi. The binding decisions generate new wants which appear again at the gate of the political systems asking for recognition and dealing.
- xii. The source of the support for the political community regime and authorities may originate from the social systems in the form of education, patriotism and other mechanisms.
- xiii. Other interesting areas of discussion are in the forms of these questions:
  - a. How do different groups, ethnic groups, religious groups, and sections of the community vote in local, state and national elections?
  - b. To what extent do voters participate in varying degrees in local as compared to state and national elections and why?
  - c. Do children always follow the political preferences of their parents?
  - d. What account for possible political shifts between generations?
  - e. Is it true that political socialization studies give insights into the process by which young people learn about political communities and how they develop various political values and other socio-civic behaviours? If yes or no why?
  - f. How do groups or communities resolve conflicts?

- ***Citizenship Education and its Relevance in Social Studies Education***

A citizen is a legal member of a state or a national, who possesses legal and political rights, carries out his/her duties and owns allegiance to the government and the state equally owns him/her protection (Mezieobi, 2012). Jibike, Egbuonu and Nzebunachi (2007) refer to right, privileges and statue conferred on an individual as an authentic member of a given society. Mezieobi (2012) sees it as a legal relationship of an individual to a political or governmental community. Kadiri, Olojobou, Ahmed and Zuru (2011) define citizenship education as a form of socialization that enables the citizens of a country to adapt to their society through the provisions made by the government. Onipe (2002) is of the view that citizenship education is the deliberate inculcation of social and cultural



attitude, knowledge and skills that enable individuals to become socially and politically integrated within the society. Citizenship education is an educational process, formal and or informal, through which the citizens get acquainted with the basic requirements of good citizenship. It behoves us to note that citizenship education is also referred to as political socialization (Jibril, Alfa and Abuh, 2014).

According to Akinola (2014), it is seen as a process by which a country transmits in a morally acceptable way, what the society considers worthwhile to her people. Within the African traditional context, citizenship education was seen as a type of education that was used to induct new members of the society through the transmission of their cultural heritage to the young, to develop a feeling of national pride in people (Mhlauli, 2010). To crown it all, citizenship education is a process of inculcating into citizens of a society political norms and values, spirit of patriotism, the right attitudes, civic rights and responsibilities so that they may become good and responsible citizens. Mezieobi (2012) identified the attributes or characteristics and the significance of citizenship education in social studies education thus:

- i. One who is exposed to citizenship education with the correct curriculum content, implemented in an appropriate schooling environment, will understand the concept of citizen and citizenship; he will also come to grips with his true position in his civic policy.
- ii. It will make the beneficiary understand that he is not just a passive member of a geo-polity, but one in an active participative legal symbiotic relationship with his nation's political community.
- iii. It equips the members of the society with the right which they must of necessity enjoy as a result of their full membership of a body polity.
- iv. It makes its beneficiary come to terms with the fact that their rights have to correlated with duties and responsibilities which one expected of the citizens to perform.
- v. It imbues the learner with the understanding of how to become a citizen in a geo-political setting and what the citizen expect from the government.
- vi. It inculcates in its recipient's citizens socio-civic competencies that will enable them to be active participants in the ongoing citizen-state relationship.
- vii. It cultivates in the learners the value that will enable them to become nationally conscious, as well as, inculcates in them the spirit of burning patriotism for nation-building.
- viii. One who studies citizenship education would have amply prepared oneself for a global relationships, a full understanding of international relationships and be equipped with the citizenship qualities to show concern for world peace.
- ix. Citizenship education gives subtle, but indirect training on partnership cooperation.

From the significance of citizenship education and social studies education mentioned above, it can be said that citizenship education and social studies education are type of training, which produces the desirable values and virtues of the nation in learner and helps to sharpen their attitude toward making a positive contribution to the building and development of the nation.





## Conclusion

Social Studies, being an interdisciplinary integration of social science and humanities, which promotes citizens' participation in problem-solving, and value decision-making geared towards the development of citizenship skills on critical social matters. The components of Social Studies are drawn from different disciplines that help to make up the subject of Social Studies. It has its strands and contents from other related disciplines. The teaching and learning of Social Studies has helped in promoting the acceptance of cultural diversities, which mostly focus on major events of the human race. These would help in developing democratically minded citizens, who are loyal, patriotic, and open to criticizing the government constructively. One of the challenges that threaten this relationship is that some people particularly those who are not in Social Science Education feel that Social Studies is synonymous with Social Science. They are two distinct areas of study. Moreover, those who studied either of the Social Sciences feel they can teach Social Studies at the secondary school level. Whereas, it is only the Social Studies Education practitioners that can teach the subject effectively because of the training acquired. Based on the review so far done, it is recommended that only those who are Social Studies practitioners should be allowed to teach the course at any level of our educational institution so as to bequeath a beneficial legacy for our generation yet unborn.

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