

UNIVERSITY OF ILORIN



**THE ONE HUNDRED AND FORTY- EIGHTH
(148TH) INAUGURAL LECTURE**

“ESSENTIAL EDUCATION BEYOND RELEGATION”

By

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Members of My Family: Nuclear and Extended,
Distinguished Education Students,
Esteemed Invited Guests,
Great Unilorites,
Gentlemen of the Print and Electronic Media,
Ladies and Gentlemen.

Preamble

I feel highly honoured and privileged to present the 148th inaugural lecture of this “Better by Far” University today, the 5th of June, 2014. I am the first Professor of Social Studies Education in the University of Ilorin and this

Inaugural Lecture is the first of its kind in the Department of Social Sciences Education of the Faculty of Education in the University.

The choice of Social Studies as my area of specialization originates from my interest in History. I am one of the few foundation students of this great University who graduated in 1979 with a Second Class Honours (Upper Division) in Education (History). Social Studies has its origin in History. Being an integrated discipline, most of the curriculum contents of Social Studies come from history and some other social science subjects like political science, geography, economics, sociology and anthropology. As a graduate of History Education, I was admitted to this University for my Masters' Degree, to study Curriculum Studies with specialization in Social Studies Education in which I graduated in 1984. I also had my Ph.D. in 1991 from this same University in History Education.

My husband is instrumental to my interest in academics. I lost my biological father in 1955 when I was in Primary one. My mother who was living then, promised to give the only two of us, who survived out of her 10 children, according to her, sound education but she could not. She gave me education up to Modern III and my only brother was given to a cousin who took him to Accra in Ghana. I met my husband at a tender age of my life and he was ready to train me to any level. He took up the responsibility of my education from Grade II Teacher's College till I had my Ph.D. He continued encouraging me until I got appointment as a Lecturer II in the Department of Curriculum Studies and Educational Technology, University of Ilorin, in 1993. Before then, I had been a teacher of History and Social Studies in some secondary

schools in Oyo State. I am very grateful to God Almighty and to Pastor S.O. Jekayinfa for making me who I am today. I sincerely thank the immediate past Vice-Chancellor, Professor I.O. Oloyede, and indeed, the University of Ilorin, for appointing me a Professor. It is an honour bestowed on me. I accepted the honour and seek to, through this lecture, give an account of my research activities of 21 years through the title of this lecture which is **“ESSENTIAL EDUCATION BEYOND RELEGATION”**

Introduction

Education and its Benefits

Education is the process of learning and knowing, which is not restricted to the school and text-books. It is a holistic process that continues throughout life. Even the regular happenings and events around us educate us, in one or the other way. It would not be an exaggeration to say that the existence of human beings is fruitless without education. An educated person has the ability to change the world, as he/she is brimming with confidence and assured of making the right moves.

Education is an essential human virtue. Man becomes 'man' through education and he is what education makes him. It has been rightly said that without education, man is a splendid slave and reasoning savage (Addison, 1711). Education is necessary because it fashions and models man for society. Man cannot be conceived merely in terms of his biological existence. Education brings into focus his social aspect. Education is also of a great importance to every nation. It therefore attracts considerable attention. At the family, community, state and federal government levels, education is discussed, planned

and pursued. It is believed that education makes both the person and the nation; it also influences values and attitudes. Education has great potentials for transforming the individual and the society. There has been a firm belief that without education, development cannot occur and that only educated population can command the skills necessary for sustainable economic growth and a better quality of life.

What is Essential Education?

According to Wiggins (2007), the word essential insinuates importance, vitality and something that matters to the heart. Therefore, Essential Education is all about inculcating in the students, not just knowledge, but the skills that they need to survive and bring about changes in the society. At a time of difficulty and anxiety in the society or world at large, whether due to economic downturn, climate change or political upheaval, essential education is needed more than ever. This is because meaningful change in any society starts with individuals, not with institutions in the society.

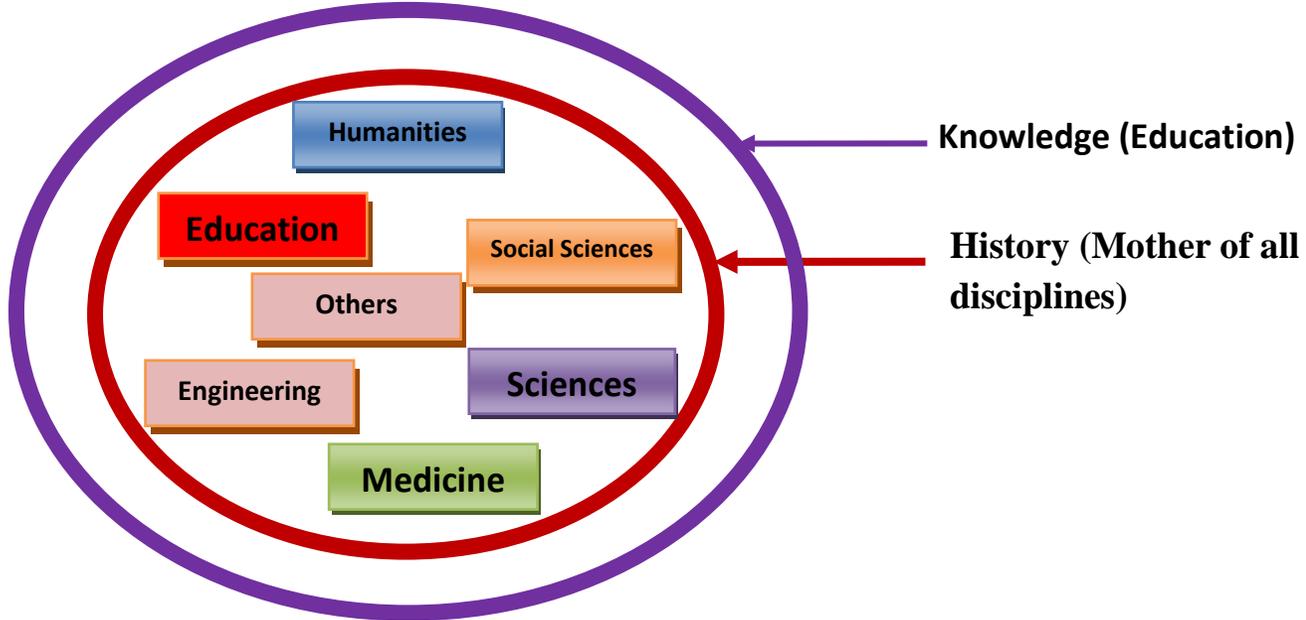


Fig.1 History: A Nexus of Knowledge

History is one of the essential education which is a story about the past that is significant and true. It takes the knowledge of the history of one's nation for one to love the nation and give in one's best to the survival of that nation. A child who is very brilliant, but lacks the historical knowledge of his/her nation will have a superficial analysis of issues. History as a discipline has been relegated in Nigeria whereas the discipline is the bedrock of any nation. History instills patriotism and nationalism in the minds of citizens of any nation.

Crabtree (2001) illustrated clearly the importance of History when he explained that when a sick man goes into a doctor's office for the first time, he invariably has to fill out an information sheet that asks about his medical history. The sheet usually requires information from rarely accessed memory banks. Why does the doctor seek the information? According to Crabtree, the doctor is trying to construct an accurate picture of the sick person's state of health which could be heavily influenced by the past. His heredity, past behaviours, past experiences are all important determinants and clues to his present condition. Whenever he returns to the doctor, the doctor pulls out a file which contains all the notes from past visits. This file is a history of the person's health. Doctors understand very clearly that the past matters. History is a social necessity which has for long existed before its study became academic. It is an inclusive, a mediating discipline having formerly linked philosophy with poetry (Jekayinfa, 2009).

Apparently, Oyeranmi (2011) asserted that history is not an old ladies tale; it is a serious academic discipline, which attracts the most talented in the civilized countries. This is why it is most pathetic that the study of history has been relegated in various schools in Nigeria. This explains

why so much violence (physical and psychological), aggression, hatred, poverty, *et cetera*; dominate the day - to - day existence of the people as they collectively lack historical consciousness. They usually act or react based on present situation and care little about the past. It is therefore not surprising that the minutest percentage of the populace care about the kind of future to be built for both the people and the nation. Oyeranmi, (2011) further declared that due to the fact that Nigerian statesmen lack proper sense of history, politics of the belly and that of the moment dominate the polity. Merit is consequently slaughtered on the slab of power profiteering. With all these virulent vices, development at all levels in Nigeria remains a wild goose chase. Our history is being ignored. Children are now interested in knowing the history of the western world rather than their own history. They are not interested in studying it as a subject. They prefer to study Government because the syllabus is not heavy and can be completed in two or three years (Aboderin, 2013).

Since history plays a key role in nation-building, this is the time to build the interest of our children in it, because they are the leaders of tomorrow. We all must understand our past and know the way problems were solved in the past. When you don't know the history of something, how will you know the way to handle that thing? Nigeria will move forward when her leaders go back to her history (Aboderin, 2012). It is not enough for us to know that we gained independence in 1960; we need to know how and why that came about. It is not enough for us to know that there was a civil war in 1967 which ended in 1970; we need to know its causes, instigators and how it actually ended.

The editorial comment of Leadership Newspaper of July 1st, 2012 has this to say. "Today, our children grow up without understanding the various components of their country and how those components evolved. They are unable to appreciate the various cultures in their country because they have been denied formal access to information about their past". He reiterated that even in those "uncivilized" days of oral tradition, our forefathers ensured that their children were taught family history because it was believed that a child had to know who he was to be able to fit into the society. Our so-called modern civilization has made us redefine our world view to reflect where we are going rather than where we are coming from. It is as if our society suddenly dropped into Planet Earth - no past, no trajectory, just a bolt from nowhere. Without a sound understanding of the past, we would find it difficult to fathom how the present challenges evolved and how we might be able to devise solutions to them.

History concerns itself with people, human affairs, such as politics, economics, changes and civilizations, religion and many more. It brings alive again, the people's past moments of triumph which usually rekindle mutual understanding among them and also moments of travail, such as struggle for power- *coups* with a view to avoiding such things that could jeopardize the togetherness of such community. In essence, where there are people, there will be events and definitely there will be History. How then could we run away from this all-important education of life?

There is one fact that is almost infallible- no individual can run away from himself as it will be impossible for any nation to estrange herself from her history. The truth, however, is that there are always two

sides to every coin. Nations are free to choose either to be guided by accurate sense of history and be saved or neglect history – the super highway to damnation – as it was clearly demonstrated by Hegel (1975) that “HISTORY LEADS THE WISEMAN AND DRAGS THE FOOL”.

Without the knowledge of history, it would be impossible to produce a successful generation. The present is a product of the past as the past is the foundation of today, and today is the foundation of tomorrow. There is always that inter-organic connection between the past, present and the future (Onyekpe, 2012). Historical knowledge helps to cast life on the problems of the society. History is also a conveyor of a society's mores and values. How are our children supposed to internalise the values of integrity, tolerance and hard work which are celebrated in the history of our various peoples but which are totally lacking in our public service today? Some may argue that the past is fixed and that nobody can change what has gone before. While that is true, it is also correct to say that the knowledge of what went before can inform decisions on how to conduct our affairs today in order not to make the same mistakes that had been made in times past. Those who fail to learn from history are bound to repeat its errors. How can the Nigerian children avoid the mistakes of the past, when they do not even know enough, what had happened in the past or what is even happening now?

History is almost totally erased or completely removed from the school curriculum of senior secondary schools in the country. Rather than make the study of History, especially as it concerns the history of the country, compulsory, the Nigerian government has chosen to make it an elective subject along side with Government in the

senior secondary school level. This obviously is the beginning of the death of the subject as students preferred studying Government (Esogbue, 2008). The enrolment trend from 2002-2012 as shown in figure 2 reveals the rapid decline in senior secondary school students' enrolment in History. Indeed, History is completely extinct in some senior secondary schools in Nigeria where no student offers the subject.

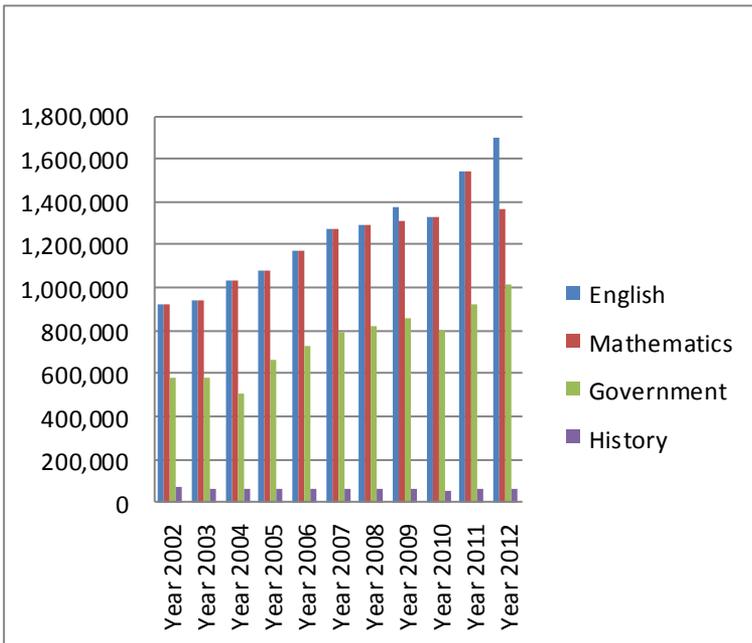


Fig 2: Secondary School Students' Enrolment in Four Subjects 2002 - 2012

Source: West African Examinations Council, Lagos, (2013).

At the tertiary level, the teaching of History as a course is gradually disappearing as it has been merged with International Studies, International Relations, Diplomacy, Strategic Studies (Esogbue, 2008).

There have been complaints by some people that the curriculum contents of History is wide and that the subject is a bit difficult. That is not enough a reason for neglecting history or relegating it because there is no cheap subject anywhere. Many science students find Mathematics difficult but because they need it, they go for it. It is the same thing with English Language, Chemistry or Physics. When students look at the combinations of subjects they are required to pass to qualify to study a particular course, they work hardest at such combinations. In many parts of the world; Russia, China, Japan, and Germany, to study either science or management courses, for the first nine months, you have to study their languages and by studying their languages you are studying their history which enables you to appreciate the value of their societies. But when we train foreign students in Nigerian universities in whatever field, they are not taught Nigerian history and cultural practices. Thus, it is just about a country that is not serious about her heritage (Esogbue, 2008).

Nobody can school in the United States of America or Europe without having cause to study one thing or the other about their history. It is just not possible. One would either learn about the role of George Washington, the story of the civil war or the declaration speech. They will be proud to talk about John Kennedy, Abraham Lincoln and other great leaders of the USA because of their epoch making and heroic contributions to nation building. They even ensure they document when particular machinery is

invented, to give you background information about why they developed it (Oluwatoki, 2012).

History is not just the study of the past; rather it is the study of man's effort to master his environment, so they can pass it from one generation to the other because the present is the window of the future. So, if one is completely cut off from one's past, there is nothing one can achieve, because one may not know where one is coming from or going to. History is important to all aspects of human life. When one talks about science, rock science or nuclear physics, it is the liberal art that will determine what they do because everything has its own morality in ethics. There is always the issue of civilians controlling the military. But if at the height of our technology, we do not have the set of people who understand the core of the values of our society to be able to temper all the negative uses of these technologies, then we are in trouble. The question is, how much are we even developing in the sciences? How much are we developing in the engineering? If we do not want this country to drift endlessly, we need to know where we started, where we are and where we are going. We may not know all these except we study Nigerian history.

Indeed, myriads of our problems or challenges of nation building, such as political violence, political instability, ethno-religious militancy, armed banditry, intra and inter-state boundary conflicts, election riggings and accompany violence are manifestations of failure to learn from History (Oluwatoki, 2012). Leadership failure is one of the greatest problems in Nigeria today. How do youths appreciate leadership failure if they do not look at the history of the Nigerian people and the philosophy that made them succeed in the past and what they neglected that has made them fail? (Alabi, 2012). Our youths should be

taught the history of civil war, the contents of Aburi Accord, the story of the amalgamation, and so on, and they would appreciate our co-existence.

There is no way we can project into the future if we do not study the past. When we made it right, what caused it? When we got it wrong, what were the factors? Any person without the mastery of his/her history is like a tree without roots; it will collapse very soon. There is no way we can progress as a people without history. This is why Fafunwa (1974) declared that “history is to a people, what knowledge is to an individual. A people without the knowledge of their past will suffer from collective amnesia, groping blindly into the future without any guide post to sharpen their course” (p.13). *Aboderin (2012)* was also of the opinion *that a generation without in-depth knowledge of its history is a lifeless generation*. Everything has its own history. So, if a whole state, a whole country, a whole people write off history as a waste of time, then, they are saying their past is not important (this is one of the problems militating against our development in Nigeria).

Because everything has history, history as a body of knowledge and as a discipline covers everything. The young clerk studying the principles of insurance will in part be studying the history of insurance. Part of the work of scientists, sociologists, literary antics, who study the development of their subjects, must be historical. History therefore becomes a meeting ground for different disciplines. This is pointing to the fundamental justification for history as a necessity. (Jekayinfa, 2009c). So, it is an essential education which is beyond relegation.

Nigeria’s former representative to the United Nations Education, Scientific and Cultural Organisation (UNESCO), Omolewa (2012), listed some of the reasons

for the country's neglect of the study of History in schools. "Many Nigerian leaders", he pointed out, "have bad histories of service and therefore would not want the growing generation of younger ones to be familiar with such". The envoy noted that the relegation of History in Nigerian schools was influenced by the colonial masters, who believed that as long as Nigerians continue to read about colonial activities, the people could develop a sense of emancipation or even revolution. The teaching and learning of history is as old as man himself. Over the ages man has always been conscious of the factors that have shaped his evolution and has striven to keep a record of his development in various ways. That striving has been borne out of the realization that man lives in a changing world, and that at any given time, what has gone before can, and does, have a profound effect on what goes on as well as on what may be expected. (Jekayinfa, 2009c).

The development crisis being observed in the country today can be traced to the relegation of the study and application of History as an academic subject in Nigeria. For the nation to overcome the numerous social and political problems staring it in the face, History must further be made relevant, not only in the education of the people, but also in tackling developmental problems (Adesina, 2012). Many stakeholders in the nation's educational sector have continued to blame the collapse in the sector, coupled with the waning moral values in the larger society, to relegation of History in the schools' curriculum. To return the subject to its deserved place of priority in the nation's school system, History should be made compulsory for all secondary school students from SS1 to SS3. This will enable the country produce a new generation of leaders that would be inspired by the glories

of the past and be empowered to improve the nation's battered image and place her on the path to greatness.

Social Studies-Another Essential Education

This is another essential education which has for long been regarded as an amalgam of all the social science subjects including humanities. Social Studies education is an integrated body of knowledge formulated to equip the learner with significant values, attitudes, skills and knowledge in order to be productively functional in the society. In acceptance, Imogie (1993) stressed that it is the particular responsibility of Social Studies education instruction to provide citizenship education to the young-stars. Social Studies education is a value laden instruction, which relates citizens' obligations and duties to the state. It is a process of inculcating the citizens with national policies, economic, social and technological values. Teaching the subject as a discipline brings the reality of everyday societal living to students, helping them to acquire the knowledge, attitude, values and skills required to be responsible and disciplined members of their society. Social Studies emphasizes students' familiarity with their physical and social environments; improves social relationships and interactions; skills and ability to think reflectively, critically, creatively and independently. Achieving all these objectives leads to problem solving education.

The basic education curriculum in Social Studies, apart from taking into consideration the societal needs, has incorporated many of the contemporary issues of local and global concern such as youth unemployment and youth restiveness, environmental issues, drug abuse, family life education, security, peace and conflict issues including

other aspects of the Seven- Point Agenda of the Jonathan's (PDP) government of Nigeria.

At the Mombasa Conference, Kenya, where the African Social Studies Programme (ASSP) (now the African Social and Environmental Studies Programme - ASESP) was adopted in 1968, Social Studies was designed for the purpose of addressing issues that include democracy, human rights, good governance, environment and development, population as well as attitudes, values, beliefs and skills related to achieving these and other challenges of effective living (Muyanda-Mutebi, 1994). Building on earlier experimental projects in the western and northern parts of the country, Nigeria affirmed its belief in the ASSP at its first national curriculum conference in 1969.

At that conference, Social Studies was adopted as a national school subject and subsequently made a core subject in the country's National Policy on Education (NPE) formulated in 1977. Subsequent editions of NPE (1981, 1998 and 2004) all gave a pride of place to Social Studies education at both the Basic Education (primary and junior secondary school) levels, and this is tailored towards making Nigerian children develop the ability to adapt to their changing environment, become responsible and disciplined individuals capable and willing to contribute to the development of their societies, and cultivate the right types of values. Also, the Social Studies curriculum is to make children develop a sense of comprehension towards other people, their diverse cultures, history and those fundamental things that make them humans. Similarly, the Social Studies curriculum is designed to develop every child's capacity to recognise the many dimensions of being human in different cultural and social contexts, and develop

a sense of solidarity and sharing based on a sense of security in one's own identity (NERDC, 2007).

The subject is society bound and its curriculum reflects the problems, yearnings and aspirations of a given society. The nature of the problems and aspiration of the society have always determined the nature and purpose of its curriculum. Nigeria, for instance, has her problems which are not necessarily identical with the problems of other societies. So, the Social Studies curriculum of Nigeria takes into consideration the peculiar problems of the country among which are insecurity which has become an issue of national concern irrespective of cultural background. Others are corruption, kidnapping, rape, advanced fee fraud and many others.

Social Studies contents include economics, political science, sociology and law. Economics, for example, intends to study the distribution and consumption of wealth by the human population around the world. Every educated individual should have basic knowledge of the world economy and the global issues like recession, inflation, unemployment, taxation, investments and labour force. A basic know-how of the political systems, public policies and political theories is essential. It is to promote this understanding among our children, that we are bound to teach them Social Studies. An introductory knowledge of the legal system of one's country is vital. Being a citizen of a certain country, one must know about its law and order. This idea further stresses the importance of teaching Social Studies to school children. For the young generation to grow up to become humane, it is important that the generation is exposed to different societies. It is necessary to show them differences in the lifestyles that peoples around the world have. Children need to be exposed to

various social aspects of mankind and made to understand the different aspects of social behaviour. It is necessary to make children realize their duties towards the society. Teaching them Social Studies can serve this purpose.

Social Studies aim at creating educated individuals who can grow up to be responsible citizens of their nation. It intends to build creative, caring and courteous human beings out of children. Teaching our children Social Studies increases the possibility of their becoming knowledgeable individuals, equipping them for ethically and morally balanced living, which would guarantee a brighter future for our society. In Nigeria, the introduction of Social Studies into the curricula is seen as a way by which national consciousness, unity in diversity, national tolerance and respect for others are to be taught. So, Social Studies could be an answer to Nigeria's problems. Integrated social studies, according to Jekayinfa (2006b), directs the attention of Nigerian children to their own immediate environment before it attempts to show them more of the other world. This promotes a greater integration of learning experience as it employs systematic correlation of subjects around themes drawn from the functions of living. It is also organized around growth-related and societal issues for problem-solving.

Social Studies was introduced in Nigeria because of its unique role in giving young Nigerians a firm base in national unity. It was expected that through the subject, Nigeria would:

- * Develop a sympathetic appreciation of the diversity and interdependence of all members of the local community, national and international communities.
- * Ensure the acquisition of knowledge, skills and attitudes which are essential pre-requisites to

personal development as well as to a positive personal contribution to the upliftment of mankind.

- * Develop respect for and tolerance of the opinions of others in disagreement and willingness to accept others.

This essential education, which ought to be taught and learnt at all levels of education, had been relegated severally by the government of this country. Though the subject was made a core at both the primary and junior secondary school levels since 1968, it was not introduced to the Senior Secondary until 1998 when the Nigeria Education Research and Development Council (NERDC) included it in the 1998 edition of the National Policy on Education to be offered as an alternative to either Economics, Government, Geography or Literature –in-English. This development motivated many of us that are in Social Studies Education area and we started carrying out researches to find out what would be needed to implement the curriculum (Jekayinfa, 2005b; 2006a).

Social Studies education is vital in all round development of an individual. An individual exposed to Social Studies content is given a positive orientation which will ultimately prepare him or her to function effectively in the society. Furthermore, Social Studies education would checkmate the rising spate of corruption in our society. Thus, Social Studies is an indispensable veritable tool for achieving national development in Nigeria.

Relegation of Social Studies: Introduction of Civic Education and the new Basic Education Curriculum

The period between 1969 and 1977, which marked the era of rapid curriculum innovations, starting with the first national curriculum conference and culminating in the

emergence of the *National Policy on Education* (NPE) in 1977, was the finest moment for Social Studies curriculum development efforts in Nigeria. Several recommendations at the National Curriculum Conference held from September 8 to 12, 1969, pointed in the direction of Integrated Social Studies and made it an irresistible core component of the educational policy document that eventually emerged (Ogunyemi, 2010).

Out of the five versions of the NPE: 1977, 1981, 1998, 2004 including the 2007 (Draft) edition, Social Studies was highly recognized in the first three editions as it was made compulsory at the Junior Secondary School (JSS) level in the 1977, 1981 and 1998 editions, and also a core-elective at the Senior Secondary School (SSS) level in the 1998 edition. According to Ogunyemi (2010), the hope of getting the subject its strongest footing was further brightened when, in addition to the JSS National Curriculum for Social Studies, the SSS programme was developed by the Federal Government through the Nigerian Educational Research Council (NERC) and the Comparative Education and Adaptation Centre (CESSAC) in 1985.

The SSS Social Studies was designed to take off that year, 1985 and this would have made it examinable by the West African Examinations Council (WAEC) as was done in Ghana till today. However, the SSS curriculum was not allowed to see the light of the day until it was finally removed by the Nigerian government through the 2004 edition and the 2007 draft edition of the NPE. This might be because of the antagonism by the Nigerian separate subject specialists, who, like in many other parts of the world, never wished that Social Studies should survive (Wronski 1981; Akinbote, 1995). Though the knowledge of

History, Geography, Government and Economics are relevant to the growth and development of the nation and the presence of these subjects on the SSS curriculum is desirable, the problem however is the inexplicable circumstances that led to the extermination of Social Studies in the Senior Secondary Curriculum. It would have been thought, for instance, that its core-elective status at that level be retained while making it an alternative to Geography, History or Literature-in-English” as stipulated in the third edition of the NPE (Federal Republic of Nigeria 1998: 22). This would have been similar to what is happening in Ghana where the senior secondary curriculum has ample provision for elements of the country’s history and geography to make up for the gap that might be created where a student opted for Social Studies in lieu of these older school subjects (Ogunyemi, 2010). This exactly was the point from where the Nigerian Social Studies curriculum development all began.

Some “curriculum contractors” as Ogunyemi (2010) described them, are individuals who are hardly able to place State interests above self-interests in a context that requires the development of pluralistic or multicultural citizenship values for sustainable democracy (Ho & Alviar-Martin, 2010). Until such individuals’ activities are put under check, the benefits of value and knowledge transformation inherent in Social Studies as citizenship education in a globalizing world (Kerr, 1999; Heafner, 2008) may not be attainable in Nigeria.

In the 2007 draft edition of the National Policy on Education, Social Studies lost its place within the SSS curriculum as it was replaced by a new subject-Civic Education. The new Civic Education has also been introduced to co-exist with Social Studies at the primary

and junior secondary school levels (NERDC, 2007). One needs to ask about the teachers provided by the government to teach Civic Education in the Schools. I was privileged to represent the Director of the Institute of Education of this University at the National Conference on Education in 2007 in Calabar when the Civic Education Curriculum was presented. I asked about the teachers who would teach the new civic curriculum in the schools. After some moment of silence, the Professor heading the Curriculum Planning and Development in Nigeria at the Education Research and Development Council (NERDC) responded that Social Studies teachers are in schools to teach the new curriculum. In the New Basic Education Curriculum which started in September 2013, Social Studies was included among the Religions and Values Education which comprise (Islamic Studies, Christian Religious Studies, Civic Education, Security Education and Social Studies). Why does the Government need to relegate Social Studies to the background, despite its very essential status?

According to Ogunyemi (2010), a wave of confusion thus seems to be emerging in Social Studies curriculum implementation process in Nigeria. Much of this confusion borders on politics, and it is palpable at the Federal level which is the highest level of governance in the country. According to Obebe (2007: 2), in the last three top meetings where Social Studies was put on the Block, there was one pushing for disarticulation of themes for Civic Education/Citizenship Education. In another, Civic Education/Citizenship Education, Voter Education and Social Studies were to be defined. Whichever got the greatest appeal would be selected by the organizers. Even at one of the workshops, participants were confronted with the stark reality that one of these must be selected: (i)

Social Studies, (ii) Civic Education, (and) (iii) Citizenship Education. From the discussions leading to the point where the statement was put to the participants that one of the three must be selected, one could see the organizers' preference for CIVIC EDUCATION because participants were told 'It was order from above that CIVIC EDUCATION must replace SOCIAL STUDIES'. Why this replacement when Civic education is an aspect of Social Studies? Why the replacement when Social Studies teachers have been teaching Civic Education in the Social Studies classes?

Obebe's report, given at the 8th National Conference of the Social Studies Association of Nigeria (SOSAN) in 2007, clearly attests to the magnitude of the threat facing Nigerian Social Studies education. For it is unimaginable that the same Federal Government that invested so much in the initial training of experts, curricular development and book projects at various educational levels could turn around to sponsor an official decimation of the school subject. Several questions were expectedly raised by critical observers at the 2007 SOSAN conference.

Ogunyemi (2010) commented that the action of the government to relegate Social Studies looks like setback on the platform of curriculum politics for a nation that, as from the 1960s, adopted an integrated approach to Social Studies education. Much of the questions revolve around policy inconsistencies with respect to the adoption of the integrated approach to Social Studies; the relationship of Social Studies to older school subjects (Geography, Economics, History, Government, etc.); and the need to borrow from best practices in other African countries sharing similar antecedents with Nigeria. The idea of dropping Social Studies at the Senior Secondary (SSS)

level was a political decision. The over-politicization of the school subject has, expectedly, been condemned by members of the Social Studies Association of Nigeria (SOSAN) whose early influence on curriculum development process in the field has since waned. Many commentators on Nigerian Social Studies (Akinbote 1995; Obebe & Olatunde 2005; Iyela, 2005; Ogunyemi, 2007) agree that the unfolding scenario marks an anti-climax in the steady development of the school subject.

Without doubt, the cancellation of Social Studies from the SSS curriculum and the merging of the subject with four other subjects at the junior secondary school level is bound to have negative ripple effects on the attainment of the goals of Nigerian education in general (Ogunyemi, 1998, 2007). Government seems to have bowed to pressures from the separate subject specialists, and this is bound to reverse the gains made in the development of qualitative social studies teacher education way back from the 1960s (Ogunyemi, 2007: 14). Indeed, this seeming relegation of Social Studies in the National Policy on Education has no precedent in any other part of Africa (Shiundu & Mohammed, 2005). If anything, the subject seems to be gaining increasing ascendancy within the school curricula elsewhere in the continent. In Ghana, for example, there is a Senior Secondary School Social Studies programme that is being examined by the West African Examination Council as indicated in table 2.

Table 2: Entries for Core Subjects in WASSCE in Ghana

Subject	Male	Female	Total
English Language	68,111	53,064	121,175
Social Studies	68,111	53,064	121,175
Mathematics	68,103	53,059	121,162
Integrated Science	68,103	53,059	121,162

Source: West African Examination Council, 2006.

A similar trend is emerging in Sierra Leone. Given the striking similarities of the Ghanaian and Nigerian socio-cultural and political experiences, it looks foolhardy to undermine the advancement of Social Studies in the Nigerian Senior Secondary School Curriculum. The relegation of the subject poses serious threat to the realization of the goals of the Nigerian educational system.

The Philosophy of Social Studies was knitted to the country's aspirations for nation building and national development. Like every other emerging nation, Nigeria's objectives as a country provide the pivot for its activities in the realms of curriculum development and education in general. These objectives for building the desired nation are five:

- (a) a free and democratic society;
- (b) a just and egalitarian society;
- (c) a united, strong and self-reliant nation;
- (d) a great and dynamic economy; and
- (e) a land full of bright opportunities for all citizens (Federal Republic of Nigeria, 2004).

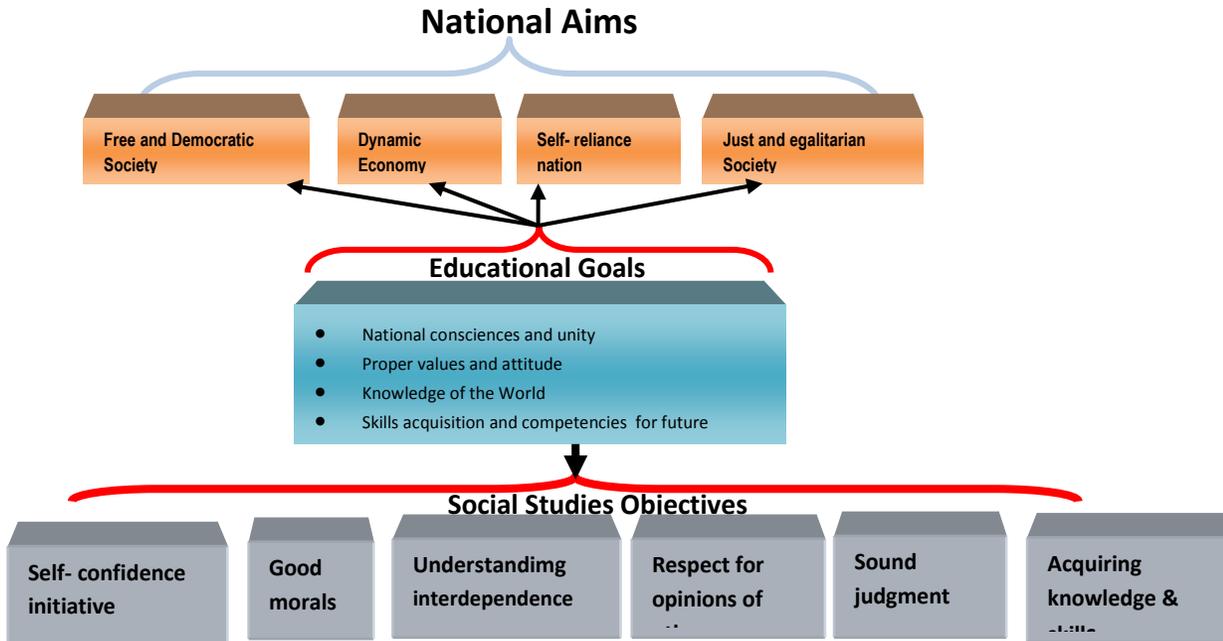


Fig. 2: Relationship between National Aims, Educational Goals and Social Studies Objectives in Nigeria

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The broad objectives of nation building or national development illustrate the strategic position of Social Studies in the actualizing the national aims and educational goals. The unified integrative nature of Social Studies rightly positioned it as an embodiment of essential education that should not be relegated. Figure 3 illustrates the uniqueness of Social Studies as the “queen of all subjects” in the school curriculum.

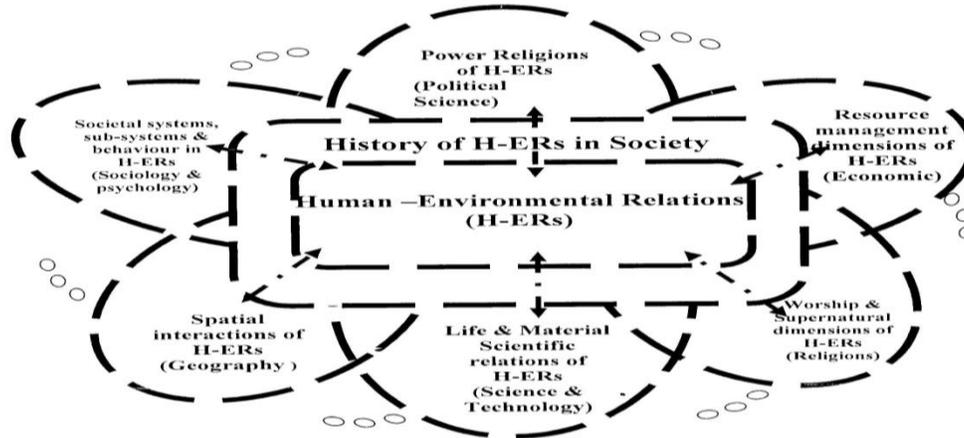


Fig. 3: Integration of other fields / forms of knowledge into social studies- the Queen of all academic discipline and universally recognized agent of citizenship education.

Key

○ ○ ○ Means other integrated disciplines or forms of knowledge outside the existing established academic disciplines

↑ ↓ Means integrated elements from other fields/ forms of knowledge into Social Studies around the central theme of Human-Environmental Relations

Social Studies is a unique academic subject at all levels of education. Its uniqueness derives from its unified integrated nature around the central theme of Human-Environmental Relations (H-ERS). Human relations in space from the smallest family unit to the all-inclusive family of humans of the present world are multi-dimensional, given the nature of Human beings as creation engages in multi-faceted relationships in space and time. Hence, the integration of relevant components of accumulated and unfolding forms of knowledge from virtually all disciplines as shown in figure 3.

This explains why the perforated lines connect relevant contents from all other fields or forms of knowledge (parts) to the central theme in a reworked and unified version to produce the whole which Social Studies represents. The bi-direction linkage of the knowledge generated from other dimensions of human-environment relationships show the symbolic relationship between the parts (contributing disciplines or forms of knowledge), and the whole (Social studies). The uniqueness of Social Studies in the school curriculum at all levels also derives from its world-wide recognition as an official agent of citizenship education. Why then should this an essential education be relegated? We have relegated History and Social Studies to the background in this nation and so, we are suffering for it. How are we suffering from the relegation of this essential education? People may want to ask me.

Nigeria is facing numerous challenges caused by political and social vices prevalent in the system. The country can hardly boast of decent roads devoid of potholes and craters. Public schools, public universities, and the Civil Service operate with serious constraints. Some

Nigerians wear corruption like an ornament and flaunt loot like a medal. One can hardly get anything done in the private or public sector without partaking in corruption (Kolawole, 2012).

The country is swarmed by ethnic and religious conflicts, still neck-deep in tribal wars that were the hallmark of primitive societies in the centuries past. From OPC, Egbesu, MASSOB and Bakassi Boys to MEND and Boko Haram, Nigerians lie hopelessly in the grip of terror, unsure of when the next bomb will go off or when the next machete will be swung wildly and fatally.

Nigeria's many problems also include political instability, porous border, flagrant disregard for the rule of law, sectarian violence, advance fee fraud – 419, militancy, terrorism, electoral violence and thuggery.

Furthermore, there is high rate of unemployment, poverty, hunger and insecurity that have enveloped the whole strata of the economic and political terrain due to deliberate human greed, inordinate ambition of leaders and “winner takes all” approach. Little wonder, Transparency International (2009) rated Nigeria as one of the most corrupt countries in the world. Nigeria's ranking dropped from 121st position in 2008 index to 130th position with a corruption perception index of 2.5 from 2.7 and confidence range of 2.3 to 2.2. By implication, corruption is waxing, despite the involvement of several federal agencies in the war against it. These agencies include the Economic and Financial Crimes Commission (EFCC), and the Independent Corrupt Practices Commission (ICPC). Corruption has been so much rampant in Nigeria that it appears to be an official policy in public and private transactions. It involves both the high and the low and covers all areas of life. Radio and television stations, papers

and magazines are awash with stories about corruption manifesting in cases of illegal acquisition of wealth through public offices, misappropriation of public funds, profiteering, gratification and all manners of bribe.

The greatest problem facing the nation, according to Oshevire (2012), is corruption, which contributes to poor governance, socio-political and economic problems. All these are the results of relegation of essential education where needed virtues such as honesty and integrity are learnt.

Nigeria is a multi-ethnic nation with diverse cultural groups that are about three hundred in number. Nigeria is also seen today as one of the largest black nations and the most populated country in Africa with a population of about 160 million people. Rather than harnessing our diversities towards viable national development, we have become slaves to our ethnic origins to which our allegiance is largely focused at the detriment of nation building. Fanatical ethnic consciousness has resulted in ethnic prejudice and mistrust, religious and political problems, and socio-cultural conflicts. These vices have pervaded all spheres of life in Nigeria, be it employment, education, religion and admission into federal Institutions.

There are crises here and there. Incidences of communal clashes between ethnic groups have been on the increase even in recent years. In real terms, Nigeria has never been an integrated nation. Most of the time what is described as harmonious co-existence between groups is often very fragile and this snaps as soon as there is any slight provocation. What follow afterwards are violent clashes in which lives are lost, school activities paralyzed and valuable properties destroyed. For example, there were

series of inter and intra-communal crisis and ethnic clashes in 1997 between Ijaws and Itsekiris and the reinvigorated crises in 2003 local government elections and Ife-Modakeke Fratricidal war among others (Albert, 2001). There were many in Plateau and some other states in the North (Obadiah and Benzies-Leo, 2010). The level of damage, the degree of loss of lives and properties and the disruption of social activities are pointers to the fact that ethnic clashes are doing more damage to the nation rather than building it.

In the year 2008, America classified Nigeria as a “security risk state” and a “terror prone nation” along with fourteen countries namely Yemen, Algeria, Iraq, Lebanon, Pakistan, Saudi Arabia, Somalia, Libya, Afghanistan, etc. when Umar Farouk Abdulmutallab, a 23 years old Nigerian based in London attempted to bomb a US bound aircraft. Had Nigerians attached greater importance to History and Social Studies, much of these would have been averted.

In Nigeria today, the spate of kidnapping is on the increase; the government, the society and even the police seem helpless. Relatives of victims pay heavily to secure the freedom of their loved ones caught in the net of the hoodlums. The victims no doubt grieve and suffer psychological trauma, and the families are put into agonies of indescribable sorts. Generally, people are now jittery and afraid of mixing -up for the fact that social gatherings, schools and even churches, among others, are vulnerable places for kidnapping wealthy individuals. Victims’ family members, close relatives and friends do suffer mental disorders as a result of the psychological trauma they have been subjected to, not to talk of the victims themselves. At night, when one is meant to enjoy rest after a hectic day’s activity, a victim and those deeply concerned about his fate

do not find it easy to sleep, which affects their overall health and economic productivity. Imagine how great the economic loss could be to those concerned if the period of the victim's abduction is prolonged. The cumulative effect of kidnapping on the nation's economy has, no doubt, been colossal.

All the restiveness in the country may be attributed to the relegation of History and Social Studies. Nigerians are therefore warned that these are essential education and they are beyond relegation.

Some of my Humble Contributions to Knowledge

As a teacher educator, most of my works are on teaching, learning, curriculum materials and curriculum contents as they relate to students' achievements in history and social studies. Social Studies, being an integrated discipline, which focuses on the entirety of man, is wide in its nature and scope. It encompasses environmental, family life, population, human rights education and emerging issues that are related to the effective study of man. Specifically, my works touched some of these areas:

Teaching & Learning

- 1.** I have researched into how English language can be used to predict students' performance in History (Jekayinfa, 1991) when from experience, it was noticed that many students were handicapped in their performance in many school subjects because their knowledge of English Language is greatly inadequate. Making use of 322 and 183 secondary school History boys and girls, respectively in 11 schools, a History Achievement Test on some aspects of West African History 1800–1840 AD and

the Progressive Achievement Test (PAT) in English comprehension and vocabulary, it was found that there was a significant relationship between competence in the language of instruction (English) and academic achievement of the secondary school students in History.

- 2.** I have carried out researches on instructional resources, both human and materials which are educational inputs that are of vital importance to the teaching of any subject in schools' curriculum (Jekayinfa, 1993 & 2005b). The researches focused on catalogue of useful visual aids that are needed for teaching History and Social Studies i.e. pictures, post cards, diagrams, maps, filmstrip, models and teachers. Assuming that necessary facilities are adequately provided for in an environment conducive for learning, the curriculum satisfies the needs of the students and the students themselves have keen learning interest, learning still cannot take place without the input of the teachers. Without the teachers as implementing factors, the goals of education can never be achieved. So, in order to realise a just and egalitarian society as spelt out in the Nigerian National Policy of Education (2004), government has been advised in all these researches to provide for appropriate and adequate supply of teachers alongside relevant material resources for teaching History and Social Studies in our schools.
- 3.** I did an experimental review of some methods of teaching history (Jekayinfa, 1993a) which were based on the theory of some great philosophers like Rousseau and Dewey who belonged to the philosophical schools of Naturalism and

Pragmatism, respectively. They believed that education should not be regarded as simply a process by which the child receives approved knowledge from the teacher and the textbooks in a passive manner but, that education should be an active process which should be an interaction between the teacher, the subject and the child, within a healthy environment where learning is solely child-centred. This informed my research, the findings of which indicated that the discussion method (teacher-student-centred approach), and the personalized system of instruction (student-centred approach) were more effective than the conventional lecture method (teacher-centred approach) in teaching history to students. The findings call for more commitment on the part of the History teachers to show more concern to their students so that, the students, can be critically minded, intellectually honest, objectively and willingly wanting to change opinions.

4. When it was discovered that there was a drastic fall in the enrolment of secondary school students in History, and that students were no longer interested in offering History as a subject, I carried out a research to find out the factors associated with students' interest in History in Nigeria (Jekayinfa, 1994). Using an appropriate factor scale, a pool of items were collected from a variety of previously published factor and attitude scales, which represented:(1) Worthwhileness of History in terms of its perceived benefits;(2) Understanding of History lessons; (3) Attitude to History teachers; (4) Inducement of high grades in History-related

disciplines at lower levels; (5) Peer group influence; and (6) Parental influence. The factors were measured on a three point ordinal scale ranging from agree, neutral to disagree. On the six factors explored for their influences on interest in History, it was agreed by majority of respondents that (1) Social benefits of History and (2) High grades in History-related subjects at the lower level were among the factors that could attract pupils to History.

- 5.** I carried out a research on the influence of sex and environmental factors on the attitudes of secondary school students to Social Studies (Jekayinfa, 1996a). The study is of educational importance because it is believed that if social studies teachers understand the factors which stimulate the growth of interest in social studies, such knowledge may provide bases not only to make social studies popular but also to make the teaching of social studies humanizing. It was concluded from the findings of the research that those factors which tended to attract students to Social Studies were dependent on the location of the school. Also, ratings of items on the factors influencing students' attitudes toward Social Studies teachers and career interests in the subject by male students were significantly different from the ratings by female students.
- 6.** I carried out a study concerned with the influence of teacher and environmental factors in the learning of some topics in social studies. (Jekayinfa, 1997). The study was deemed necessary because if teachers knew the areas where they were lagging behind to

make their students learn properly, such understanding might provide basis for making amendments. The outcome of the study may also allow the various levels of government to produce some enabling learning environments for the learners in various schools.

Curriculum Contents

- 7.** In the area of curriculum contents, I carried out studies that previewed both the Secondary (Jekayinfa, 1999a) and Colleges of Education (Jekayinfa, 2005c) Social Studies curricula with a view to finding out their adequacy and appropriateness to the learners they were intended for.

Environmental Education

- 8.** The goal of the National Policy on Environment for Nigeria is to achieve sustainable development in the country, and also to secure for all Nigerians a quality of environment adequate for their health and well-being (Federal Environmental Protection Agency (FEPA, 1989). The implementation of this policy depends on specific actions directed toward major sectors and problem areas of the environment. One of these sectors is the human population. The Nigerian environment is characterized by pollution and degradation of land, air and water. This state of affairs is engendered by a combination of neglect, ignorance and harmful attitudes and socio-political practices (FEPA, 1989, Salami, 1997). There was, therefore, the need to provide opportunities to acquire the knowledge,

values and commitment required to protect and improve the environment. For this to be done in any significant way there is the need to collect baseline data on the prevailing environmental knowledge, attitudes and practices of the targeted cohorts of the population. One of these is the teacher. Teachers are role models for their students and the society in general. It was against this background that I carried out an assessment of the Environmental Attitudes and Practices of Teachers Undergoing Sandwich Degree Programmes in Nigeria (Jekayinfa, 1999). Other relevant and significant contributions in this area included: Jekayinfa & Olawepo (1999); Jekayinfa & Yusuf (2008) and Jekayinfa & Yusuf (2012).

Family Life Education

The family forms the basic unit of social organization and it is difficult to imagine how human society could function without it. The family has been seen as a universal social institution and an inevitable part of human society. Children's growing competence and development is largely influenced by family life and family relationships. Children's well-being continues to depend on the quality of family interactions. Owing to the importance of the family in the growth and development of the society, Social Studies is interested in it. Some of the important works related to family life education done by me included:

- 9.(a) Family disorganisation: Causes and consequences of divorce in Kwara State (Jekayinfa ,1996a) . The findings of the study revealed that among other

factors, interference of in-law in the matrimonial homes of the couples, denial of sex satisfaction, inability of the husband to meet the financial obligation in the home, short courtship before marriage and engagement in extra-marital sex affairs are some of the causes of divorce. Also, the study came out with some of the consequences of divorce which included prostitution, suicide, deviant behaviours and social menace like thuggery, juvenile delinquency and high way robbery on the society

- 10.(b) An investigation into the problems of childhood injuries in some local government areas of Oyo, State, (Jekayinfa, 1998) The outcome of the research indicated that cuts, bruises and scratches were the most prevalent injuries amongst children in the study area and that most of the injuries occur in the home and were always caused by poor kitchen arrangements, poor electric appliances, insufficient space for children to play and abdication of children care to immature house helps and the like.

Human Rights Education

11. I conducted some researches and wrote some papers on the rights of the Nigerian children and women. Some of them included: Economic empowerment of women for active participation in governance (Jekayinfa, 1999c); Education as a means of empowering Nigerian women to participate actively in politics (Jekayinfa & Olawepo,1999); Incidences of Child abuse among secondary school students in Kwara State

(Jekayinfa & Olawepo ,2001c); Socio-economic development of Nigerian women (Jekayinfa, 2003) & Harmful traditional practices that are child abuse in Nigeria (Jekayinfa, 2009b).

Professional Practice & Curriculum Materials

One of the roles of any lecturer in the University is to teach. In doing this,

1. I taught core Education courses i.e. History of Education, Philosophy of Education, Curriculum Planning and Development, Principles and Practice of Instruction and Methodologies of Teaching History and Social Studies.
2. I contributed a chapter on “Hints for Student Teachers on Lesson Presentations”(Jekayinfa,2001a) in *A Guide to Teaching Practice* textbook edited by Professors A.I. Idowu, S.O. Daramola, A.S. Olorundare, O.O. Obiyemi, N.Y.S. Ijaiya and K.O. Lafinhan.
3. I contributed two chapters on “Teaching as a Profession: Characteristics of Professions” and “Concepts of Education Related to Teaching: Aims, Goals and Objectives of Education in Nigeria”(Jekayinfa,2001c; 2007) in the instructional textbook – *Fundamental Principles and Practice of Instruction* edited by Prof. I.O. Abimbola.
4. I contributed one chapter on “Effects of Culture-contact on the contemporary Nigerian Life” in the first edition of GNS textbook of the University of Ilorin – *Leading Issues in General Studies: Humanities and Social Sciences* (Jekayinfa, 2001b) edited by Prof. M. Akanji in 2001.

5. In the book- *Perspectives on the History of Education in Nigeria* edited by Profs. J. O. O. Abiri & A.A. Jekayinfa, I contributed three chapters on: “Conceptual Background to the History of Education in Nigeria”; “Indigenous African Education”; and “Teacher Education in Nigeria”. (2005, 2010).
6. I contributed a chapter on “Instrumentation” (Jekayinfa,2005) in an instructional textbook – *Research Methodology and Statistics in Education: Theory and Practice* edited by Dr. C. S. Oke.
7. In an instructional textbook on *Sociology of Education*, edited by C. S. Oke, A.A. Jekayinfa & A.O.Fagunwa, I contributed three chapters on: “Cult Activities in the Nigerian Institutions of Higher Learning” “Religious Intolerance in Nigeria” and “Examination Malpractices in Schools” (Jekayinfa,2007)
8. In the revised edition of the GNS textbook of the University of Ilorin- *Leading Issues in General Studies: Humanities and Social Sciences*, edited by Prof. R.O. Lasisi and Dr. J.O. Fayeye, I contributed a chapter titled “Curbing Examination Dishonesty through Value Education” (Jekayinfa, 2009).
9. In an instructional textbook –*Subjects Methodologies*, edited by J. A. Olawepo & A. A. Jekayinfa, I contributed two chapters on: “History Education” and “Some Unique Methods of Teaching History” (Jekayinfa, 2009a).
10. I am the sole author of a textbook titled *Fundamentals of Instructional Methods* (Jekayinfa, 2005a).

11. I contributed two chapters on “Factors influencing the Curriculum” and Agencies of Curriculum Development” (Jekayinfa, 2014) in an instructional textbook – *Fundamentals of Curriculum Development* edited by Profs. R.A. Lawal, A.G.A.S. Oladosu, A. A. Jekayinfa and Dr. S.B.Olajide.
12. I have contributed my own quota over these years to the production of high level personnel for the Nigeria’s higher institutions by successfully supervising 60 M.Ed. and 10 Ph.D. graduates.

My Contributions to the University Community

Mr. Vice Chancellor Sir, I am one of those who fought for the emancipation of Cooperators in this University. Before 1998 Sir, there was only one cooperative society in the University. When the only cooperative society became unwieldy, there were lots of acrimonies, hues and cries as a result of embezzlement among some of the members of the Management of the society. This necessitated the constitution of a powerful Audit Panel by the then Kwara State Commissioner of Commerce and Cooperatives which recommended the splitting of the society into smaller, more manageable units along Academic Faculties and Administrative Departments. This informed the splitting of the then cooperative society in 1998 into 14 new societies known as “primary” societies and a Union known as the “Mother” at the apex. I was the first Treasurer of the Cooperative Union for a period of four years.

As of today, the Unilorin Staff Multi-Purpose Cooperative Union, (which is the mother), has 17 primary cooperative societies affiliated to it. When the first President of the Union Mr. M.O. Abikoye was retiring, he

handed over the mantle of leadership to me after my election in August, 2005 during which I pledged that I would render true and honest services to the societies and Union; I would do my best, to discharge honestly, diligently and with a deep sense of commitment, the duties which cooperators have entrusted to me. I also affirmed to them that probity, integrity, transparency and accountability would be my watch-words.

Mr. Vice Chancellor Sir, God assisted me. With my professional training as a social scientist, and with the support of strong minded individuals and the past University Administration, I was able to successfully accomplish the following during my tenure as the President of the Unilorin Staff Multi-purpose Cooperative Union (2005 to 2010):

1. Building of an Ultra-Modern Unilorin Multipurpose Cooperative Union, opposite the ASU secretariat. The loan for starting the building was an interest free one given by the then University Administration and which was paid back in 10 months.
2. The Tricycle (A.K.A. *Keke NAPEP*) Business was started through the advice of the immediate past Vice-Chancellor to ease the intra campus transportation system. The initial loan for buying the first 12 “Keke” was also given by the past University Administration interest free.
3. The establishment of the Unilorin Microfinance Bank: Mr. Vice-Chancellor Sir, this Bank started through the initiative of the former Vice-Chancellor, Prof. Ishaq Oloyede when he was the Deputy Vice-Chancellor (Academics) He, being a lover of best practices in the world, advised the

Cooperative Union to embark on this Banking business. The Union then agreed to partner with the University Resources Management Board to start the Bank. When the Bank started, we were begging people to open accounts with it. Now, it is people begging the bank to allow them open accounts with it. The Bank has excelled. It is making history. According to the Chairman of the Bank Prof. Ayo Jimoh on July 19, 2012, the bank would soon expand to become a multi-branch financial institution.

Mr. Vice Chancellor Sir, you will agree with me that Cooperative Societies have been and are still, contributing immensely to the industrial harmony in this University. They have engaged in very healthy competition. Students' hostels are springing up here and there in the University campus every year. Many people, regardless of their statuses, have their own houses, means of transportation and other modern facilities without resorting to taking loans from the University Administration or other financial institutions.

Conclusions

If the citizens of this country are honest, pure-and full of integrity in the performance of their duties or obligations as status holders, the virtues that are learnt in Social Studies, much of the national confusion and international disgrace being experienced in the country would have been averted. This essential education has been relegated and the country is suffering for it.

It is not possible for us as Nigerians to have a proper grasp of the nature of religious and communal

clashes, riots, conflicts and violence going on in the country today without understanding our primordial religious, cultural and colonial past, what we were before the arrival of Islam, the Colonial Masters and Christian missions, and what we became during and after the Islamic, Colonial, Christian, and post-Colonial eras. This is what History will give us. History, an essential education has been relegated and the country is suffering for it.

Recommendations

- The Nigerian government should return to the spirit and letters of the Nigerian Social Studies Project (NSSP) so that the philosophical and historical sustainability of the subject as agent of citizenship education would be realized in Nigeria for nation building.
- The core message in all this is that Nigeria needs a new crop of citizens who can effectively address its developmental challenges as a post-colonial state and so, the subject Social Studies should be taught from the Primary to Higher institution levels.
- In order for development to take place, there is an urgent need to imbue Nigerians with an enduring sense of History.
- We must restore the teaching of History in our schools curriculum. Our children must understand where they are coming from so that they can know where they are going.
- To bring back the subject to the schools, its syllabus should be adequately reviewed to make it more appealing and interactive to both students and teachers.

- The Nigerian Historians must braze up and chart a new course for the once ennobled discipline so that History can return to its pride of place as prime motivator of national consciousness and as the bedrock of all humanities in Nigeria.
- History should reflect the common happenings within and outside the nation's territorial ground and make it less cumbersome as it is presently viewed by many.
- Governments at all levels and the society itself should encourage the youths to take interest in African and Nigerian history as an important step in the struggle for continental and national progress.
- The government could also assist by encouraging the development of Historical centres where pupils can visit and be interested in the subject, because they will have a picture of what they are being taught in class.
- The President's promise of February 20, 2014 on the revival of History in the Nigerian Schools should be enforced.

Appreciation

First, to the One who is the King of Kings, the Lord of Lords, the I am that I am, the Ancient of days, the Rose of Sharon, the Lily of the valley, the Lion of the tribe of Judah and the Hope that does not make ashamed. The Almighty God by whose Mercies I stand today. It is by His grace that I have risen through the ranks to become a Professor, the ambition of all University Lecturers. I, therefore, cannot thank Him enough. God indeed used many people to make me what I am today. Permit me Mr. Vice-Chancellor Sir, to mention a few of these people.

1. My parents, Pa and Mama Samuel and Esther Adunola Ajamu, of blessed memory both of whom tried to give me the little education they could afford before death snatched them.
2. To the past administrative team of the University of Ilorin under the leadership of the former Vice-Chancellor, Prof. I.O. Oloyede and his team who appointed me a Professor of Social Studies Education.
3. To the present administrative team headed by the amiable Vice-Chancellor, Prof. Abdulganiyu Ambali for allowing me to present this inaugural lecture.
4. My academic Tutors: Prince Dejo Babalola, Dr. Saka Balogun, Profs. Adebayo. Lawal, Olubusuyi .Fajemidagba, Kanmi Abimbola and Solomon Olorundare. They all contributed immensely to my worth. In fact, it was Prof. Adebayo Lawal who facilitated the completion of my Ph.D. on time. I thank them all.
5. I thank my past and present students, distinguished Social Studies Educationists and Historians of Education especially, the post graduate students. I am particularly glad that most of them have proved themselves in their various places of work. Permit me Mr. Vice Chancellor to specially acknowledge and thank Dr. Abdulraheem Yusuf, the most popular and authentic Comrade in this University, my first Ph.D. Student , my backup in academics who is presently a Senior Lecturer in the Department of Social Sciences Education, and the Sub-Dean, Student Affairs, of this great University. Dr. Musa Abdullahi, the present Provost of the

College of Arabic and Islamic Legal Studies, (CAILS), Ilorin, Dr.(Mrs) C.O. Oyewumi, lecturer, Adeyemi College of Education, Ondo, Dr. Olabode Solomon, lecturer, Kogi State University, Ayingba, Dr. Torpev Tervern Francis, lecturer, Federal University, Dutsinma, Katsina State. Dr.Adeyemo Ariya , lecturer, University of Jos., Dr.Olatunde John Ogundiran, lecturer, Emmanuel Alayande College of Education, Lanlate Campus, Oyo, Dr. Johnson Oladapo Olayanju, lecturer, Emmanuel Alayande College of Education, Oyo, Dr. Stephen Shaibu Opanachi, the current Dean, School of Education, Federal College of Education, Okenne , Dr. Esther Omoniyi Mofoluwawo, lecturer, Emmanuel Alayande College of Education, Oyo, Dr. Kadri Alabelapo Akogun, lecturer, Kwara State College of Education, Oro, Just to mention a few of them. It has been wonderful working with them all.

6. I also thank my other Ph.D. students who are about to complete their theses and who are here with us in this hall. I appreciate you Mr. Abubakar Bukola Saidu (He defended his Ph.D. thesis on the 15th of May,2014), Mrs. H.M. Molagun, Mrs Anthonia Adeola Ijiwole, Mrs. Oluyemisi Adenike Adegbite, Mr. Yaya Seriki Alhassan, Mr. Olujide Olayiwola and Mr. Olowookere, Solomon Kehinde.
7. Being a foundation student and a renowned cooperative activist, my friends in the University are too numerous to mention. I therefore thank every staff of the University who has contributed in one way or the other to my success in life.
8. I thank the Dean, all the academic and non-academic staff of the Faculty of Education. I am

very grateful to the Head and staff of the Department of Arts Education and all staff of Social Sciences Education of this great University.

9. I thank the members and workers of the Unilorin Staff Multipurpose Cooperative Union where I was President for five years.
10. I am grateful to the then Vice-Chancellor, Prof. Oloyede, the then Bursar, Mr. Sijuwola, the executives of the 16 affiliated Cooperative Societies who made the building of the Cooperative Union Secretariat possible during my time as president.
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