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PERCEIVED NEEDS FOR SOCIAL STUDIES EDUCATION  
IN DEMOCRATIC GOVERNMENT AMONG YOUTHS  
IN OGUN STATE

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**Abstract**

The study examined the need for Social Studies Education to transform Nigerian youth in the political dispensation. The population for the study was made of all youth in Ogun state between 18-35 years old. A descriptive survey was adopted for the study. The sample for this study comprised 500 (five hundred) youth who were randomly selected from three local government areas in Ogun state. A research question and two hypotheses were formulated to guide the study. A self designed questionnaire Social Studies Needs of Nigeria Youth Questionnaire (SSNNYQ) was used to obtain data from the participants. The t-test was used to analyze the two hypotheses tested at 0.05 level of significance. The two hypotheses were accepted. Based on the findings of the study, it was recommended that government should make the teaching of social studies compulsory at all levels of the educational system.

**Keyword:** Dispensation, Political, Youth, Social Studies, Substance.

### Background to the study

The importance of youths in the national development of any nation cannot be under-estimated. The role of youth in the political dispensation as well as national development cannot be relegated to the background. Youth are one of the greatest assets of any nation. Also, youths are the future leaders; they are potential and actually the greatest instruments for a country development. They serve as a good measure of the extent to which a country can produce as well as sustain itself. The extent of their vitality, responsible conduct and role they play in the society is positively correlated with the development of their country. Onyekwusi and Effiong (2009) submit that globally, the youth is seen as the period in an individual's life between the end of childhood and entry into the world of work. This period of development is seen as being universal in nature. Carrino (2005) described the period of youth as the transition from childhood to adulthood, comprising 30% of the population in the development world. According to Hawk and Davis (2002), the youth are all people of the ages 18-35 years. Youths constitute more than two-thirds of the country population of 140 million. They are the backbone of the development of the country indeed; if Nigeria is to be sustained as a viable entity, there must be a very good plan to tap the energy and resourcefulness of the youth population to fast track economic development (Adediran, Adetunji, & Adelegun, 2015). The former president of Nigeria, Olusegun Obasanjo (2008) described the Nigeria Youth as the foundation of the society and submitted further that it is the youth's energy, inventiveness, character and orientation that define the pace of development and the security of a nation.

However, Nigeria youths, according to Badejo, Stephens and Anyawu (2011) are vulnerable group with peculiar needs and aspirants. According to Hawk and David (2002), 43%-53% of the youth, who are sexually active lack adequate information and service to promote and protect their health Nigerian youths face unemployment problems, World Bank report, according to Carrino (2005), state that youth of these days lack good job, and so, join association that make them to misbehave in the society. Some political aspirants force them to go contrary to the law of the nation, thereby making them to become. Since government of various

regimes were unable to meet the expectation of Nigeria youths, the youth according to Badejo, Stephen and Anyawu (2011) are now fighting for their right and freedom by organising themselves into different associations.

These associations from different ethnic group cause violence and civil disobedience, thereby making the nation ungovernable day. For youth in Nigeria to be formidable and instruments for transformation and national development of the country, there is the need for Nigerian youth to inculcate good habit and values. Hence, there is the need for Social Studies Education.

Social Studies Education, as a discipline in the national curriculum, helps in a great deal to make education socially functional and respond to solve numerous problems in the collective development process of which effective citizenship falls. Nigeria, as a democratic nation, needs leadership and fellowship of good quality to promote ideas of democratic ruling. According to Musa, Nuwa and Abubbakar (2015), the teaching of social studies deserves to be given ultimate attention in the Nigeria educational system, so that the distinctive value embedded in it can be used for the advancement and progress of the Nigeria society. Social Studies Education is a problem-solving subject, shouldered with the responsibility of equipping the citizen with the right attitudes, skills and knowledge that will help people become useful citizens of a particular nation (Walli-Essien, 2014).

Social Studies is saddled with the responsibility of making people to imbibe the right types of values, character formation and also develop in people the right attitude that will make them behave towards making their country a better place to live. The sustenance of the current political dispensation will be achieved when the youth might have inculcated the habit of creating a platform for peace during elections and after election. These attitudes shall be enhanced through teaching of social studies in schools.

Mezieobi (1992), in Walli-Essien (2015), sees Social Studies Education as a citizenship which serves a vehicle for human skills development and as ecological studies and a value laden. The youths, therefore shall be properly trained toward making Nigeria a better place to live. In view of this, Social Studies serve as an instrument

catalytic agent for achieving national goals and sharpening society. Particularly, through the teaching of Social Studies, youth will be engaged in independent thinking weight evidence and evaluate facts and ideas to form social judgement.

Also Social Studies, according to Ali (2015), will be strategically placed to guild and shun social vices, such as cultism, examination malpractice, indecent dressing, corruption through emphasis in core component of civic and value education. The aim of this paper therefore is to use Social Studies Education in democratic government, among youths in Ogun state.

### Objectives of the paper

The objective of this paper is to:

1. Examine the needs of Social Studies to Nigerian youths in this current political dispensation
2. Investigate if there are differences in the need of Social Studies to Nigerian youths on the basis of gender.
3. Determine if there is difference in the needs of Social Studies to Nigerian youths in this current political dispensation on the basis of location.

### Research question

1. What are the needs of Social Studies to Nigerian youths in this current political dispensation?

### Hypotheses

1. There is no significant difference in the needs of Social Studies to Nigerian youths in the current political dispensation on the basis of gender.
2. There is no significant difference in the needs of Social Studies to Nigerian youth in the current political dispensation on the basis of location.

### Method

The design adopted for this study is descriptive research. It aimed at identifying the Social Studies needs to Nigerian youths in the current

political dispensation. The population of this study consisted of Nigerian youths that are between 18 and 35 years old in Ogun state. The sample for this study was made up of 500 youths whose ages ranged between 18 and 35. The sample consisted of 286 males, and 214 females residing in the urban and rural areas of 8 local governments out of the 20 local government areas and across the 3 senatorial district of Ogun state, giving a total of 500 respondents from the population. Their mean age was 25.6. A self designed questionnaire entitled; Social Studies Needs of Nigerian Youths Questionnaire (SSMMYQ) was used to obtain data from the participants. The questionnaire was in two part section A and section B. Section A sought information on the biodata of participant. Section B contained 15 items which sought information on the areas of Nigerian youths need Social Studies in the current political dispensation. The items were structured on a 5-point modified likert scale. The five-point scale in ascending order was from strongly disagree to strongly agree. The reliability of the instrument which was determined through the T- test method after an interval of two weeks indicated a reliability coefficient of 0.84. The data obtained were analyzed using the mean responses to answer the research question whereby acceptance point for the items was made to be 3.5 and above. T-test was also used to test the hypotheses at 0.05 level of significance.

#### Presentation of Result Analysis

Research questions one: What are the needs of Social Studies to Nigerian youths in the current political dispensation?

Table 1: Mean responses on the Social Studies needs of Nigerian youths in the current political dispensation.

Items	
Nigerian Youths Need Social Studies in the following areas	X
1. Corruption	4.22
2. Leadership skills	4.15
3. Good governance	4.28
4. Political violence	4.43
5. Self reliance	4.48
6. Integrity	4.31
7. National interest	4.12
8. Career	4.19
9. Drug use	4.37
10. Hard work	4.18
11. National integration	4.29
12. Morality	4.07
13. Self management	4.69
14. Plan for future	4.28
15. Creativity	4.08

The result in table 1 reveals that Nigerian youths need Social Studies in all aspect on the questionnaire as none of the mean response was below 3.50.

### Testing of Hypotheses

Hypotheses One which states that there is no significant difference in the Social Studies needs of Nigerian youths in the current political dispensation on the basis of gender was tested, using the t-test.



Mean of Social Studies needs of male students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of female students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of male students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of female students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of male students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of female students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of male students	Mean	SD	Mean	SD	Mean	SD
Mean of Social Studies needs of female students	Mean	SD	Mean	SD	Mean	SD

Df= 248 level of sig.0.05 t-critical= 1.96

The result in the table 2 shows that there is no significant difference in the Social Studies needs of Nigerian youths in the current political dispensation on the basis of gender. The hypothesis is thereby accepted.

Hypothesis Two states that there is no significant difference in the Social Studies needs in Nigerian youths in the current political dispensation on the basis of place of abode.





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The result in table 3 shows that there is no significant difference in the Social Studies needs of Nigerian youth in the current political dispensation on the basis of place of abode. The hypothesis is hereby accepted.

Discussion of the findings

The result in Table 1 revealed the needs of Social Studies to the Nigerian youths in the current political dispensation. The findings are in support of Usman (2009); Muhammed (2010) and Badejo and Anyanwu and Stephen (2011), who in their various studies

identified different problems confronting the Nigerian youths that have been making them behave anyhow, thereby becoming nuisance in the society, and the needs for social studies as an instrument to serve as corrective measure to such social vices. The implication of the findings is that Social Studies should be seen as a corrective measure for Nigerian youths in the current political dispensation. Social Studies, according to Adediran and Onifade (2015), has the potential to address the psychological and emotional problems of the youths, thereby making them to be responsible citizens that can contribute to the progress of their nation.

Hypothesis One which states that there is no significant difference in the need of Social Studies to the Nigerian youths in the current political dispensation on the basis of gender was accepted. This indicates that despite the gender of the Nigerian youths, the need of Social Studies does not differ. The explanation for this could be that all youths of this age bracket undergo the same psychological, emotional as well as physiological changes which could determine their perception of the need of Social Studies to the youths. The finding is in consonance with the finding of Adediran and Onifade (2015) who submitted that there is no difference in the perception of Nigerian youths about their political leaders on the basis of gender. Hypothesis Two which states that there is no significant difference in the need of Social Studies to Nigerian youths in the current political dispensation on the basis of place of abode was accepted. An explanation for this is that despite the place of abode, Nigerian youths are faced with similar problems that range from unemployment, lack of basic infrastructure and corruption in the policy which has affected the youth negatively.

### Conclusion

The paper has xrayed problems confronting Nigerian youths and the need for Social Studies Education to serve as a veritable tool to ameliorate these problems. The paper also discusses some strategies in which Social Studies can proffer solutions to these numerous problems of the Nigerian youths. I in the discussion, it was discovered that gender and the place of abode do not affect the significant

differences in the need of Social Studies for Nigerian youths in the current political dispensation.

### Recommendations

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

1. Social Studies should be taught in all levels of educational institutions this will make Social Studies to inculcate in the youth the right type of values they need to be responsible citizens in the nation.
2. Government should pay attention to the disjointed arrangement of the Social Studies curriculum. Therefore, Social Studies curriculum should be implemented at the senior secondary school level.
3. Development of civic responsibility, patriotic responsive and citizen participation through the teaching of Social Studies in various school systems
4. Government should create employment opportunities for the youths.

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