
**JAPA SYNDROME IN NIGERIA: PRE-SERVICE SOCIAL
STUDIES TEACHERS' PERSPECTIVE**

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Abstract

The phenomenon of Japa syndrome has emerged as a significant concern for Nigerians residing both domestically and internationally, encompassing individuals from various age groups, including both the youth and old populations. The present study examines the JAPA syndrome in Nigeria from the perspective of pre-service Social Studies teachers. In order to successfully conduct this investigation, the study created two research questions and two research hypotheses. The cross-sectional overview arrangement was employed, and Social Studies Teachers within the study area were utilised. The study's population comprised pre-service Social Studies instructors in Oyo State. The whole population consists of 567 individuals, whereas the sample size used for analysis was 141. The study employed the purposive sampling technique to pick samples. The study utilised a sample size of 200 respondents, determined through the application of the Krejcie and Morgan table for sample size selection (1970) and guidance from Research Advisors (2006). The data for this study was collected using a standardised questionnaire entitled "Pre-Service Social Studies Teachers' Perspective on Japa Syndrome in Nigeria (PSSSTPJSN)." The questionnaire has been developed based

on a comprehensive evaluation of relevant academic literature. The questionnaire was developed using a modified four-point Likert scale and underwent validation by experts in the fields of Social Studies Education and Test and Measurement. The reliability coefficient index for the questionnaire was determined to be 0.75. The study employed frequency counts, mean, and standard deviation in the data analysis process to address the research inquiries. The study employed the independent samples t-test to examine the null hypothesis, with a significance level of 0.05. The data collected was analysed utilising the measures of recurrence count, mean, and standard deviation. The researchers employed an independent samples t-test to examine the hypotheses made for the study at a significance level of 0.05. The study revealed that friendly research instructors encountered various challenges, including a lack of foresight and observation, inadequate financing, unavoidable contamination and mismanagement, insufficient community cooperation and awareness, a lack of coherence, and overly ambitious plans, among other issues. It has been proposed, therefore, that the enhancement of political and economical conditions within the nation is necessary to mitigate the persistent emigration of Nigerians to other countries. The Nigerian government should prioritise the resolution of the issue of mobility, increase job opportunities for unemployed individuals, create a conducive environment to discourage emigration and encourage repatriation, address challenges in public institutions and infrastructure, and promote economic growth, among other measures.

Keywords: Migration in Nigeria, Japa Syndrome, Pre-service Social Studies Teachers Perspectives.

Introduction

The usage of the term “Japa” has become prevalent in the discourse of young Nigerians, both domestically and internationally. Japa is a linguistic expression originating from the Yoruba language, predominantly spoken in the south-western region of Nigeria. It conveys the action of swiftly escaping from a potentially hazardous situation. Interestingly, this phrase is currently used to refer to the act of individuals from Nigeria moving to other parts of the world in search of a more comfortable lifestyle.

According to a research by the World Bank (2017), global migration is influenced by various factors such as geography, demographics, and economic considerations. The primary factor influencing Nigerians seeking to leave the country involves a volatile and unpredictable economy as well as a stifling atmosphere. It is indisputable that Nigerian youth exhibit qualities of inventiveness, dynamism, and extraordinary capability. Despite the prevailing misconception that portrays them as indolent, Nigerian young individuals are increasingly becoming involved in pursuing more promising career opportunities.

Migration has played a prominent role in the course of human history, occurring before to the formation of political borders, as people have travelled throughout the world. Human migration is the phenomenon in which individuals move from one geographic region to another, either with the intention of establishing a permanent residence or for a brief duration, at a selected destination. The seminal intellectual contribution to the field of migration studies is often given to Ravenstein (2019), whose research primarily centred on the examination of migration legislation. The individual claimed that migration is a crucial element of societal advancement and underscored that economic factors predominantly motivate migration. According to Skeldon (2017), the formation of migratory patterns has been influenced by two primary factors: distance and the size of the population. Based on this comprehension, individuals migrate from economically disadvantaged places to economically prosperous

areas and from densely crowded regions to sparsely populated parts. The overarching concept of drifting movements has evolved to encompass a three-dimensional economic equilibrium. The validity of the fundamental assumption underlying push-pull models has been subject to scrutiny by scholars from several disciplines, including demography, geography, and economics (Castles & Miller, 2013; De Haas, 2018).

Lee (1966) provides an analysis of migration trends, elucidating the underlying factors that propel and attract migration. This encompasses the fundamental determinants of both emigration and immigration. The main determinant influencing an individual's choice to move is the existence of unfavourable circumstances in their current place of residence. Various compelling reasons, including instability, water scarcity, poverty, extreme religious conflict, and disaster, have the potential to contribute to social mobility. The presence of restricted economic activities and a dearth of employment opportunities are substantial elements that contribute to the phenomenon of migration. Additional elements that exhibit similarities include instances of prejudice and discrimination based on bigotry and ethnicity, the presence of extreme political zealotry, and the suppression of those who dare to challenge the prevailing societal structure. The term "factor" denotes a component that exerts a significant influence on an individual, compelling them to go towards an indeterminate geographic area. The composition may encompass elements pertaining to finance, society, or environmental sustainability. These entities are widely recognised as regional facilities that possess the capacity to draw folks.

The potential for career growth and enhanced standard of living sometimes acts as a strong motivating factor for individuals to move to different regions. In specific circumstances, individuals may possess misconceptions and impressions regarding particular regions that can be proven to be inaccurate. These misconceptions can act as strong incentives for individuals to choose to migrate. As individuals go through the ageing process and exit the labour force, they actively want serene and welcoming settings as well as

hospitable locations to reside throughout their retirement period. This pursuit is driven by a culmination of years of dedication and strategic financial management. According to Lee (2016), these perfect settings also function as appealing attractions. Migration, whether it be internal or international in nature, has a crucial role in shaping the economies of countries worldwide. The occurrence of both internal and cross-border migration significantly influences multiple facets, including the dimensions, composition, and productivity of labour markets, as well as the social and political dynamics and cultural fabric of the host country.

The act of relocating holds significance in one's life and is not merely a strategic decision, since individuals often find themselves compelled to migrate to a different place irrespective of favourable weather conditions or economic circumstances. However, there is cause for concern when the figures continue to grow on a daily basis, depleting the resources within some sectors of the economy. In recent times, the Nigerian healthcare sector has experienced significant repercussions due to the emigration of healthcare professionals to Western countries, hence raising questions about the resilience of Nigeria's healthcare sector. According to the Clinical and Dental Advisors Relationship of Nigeria (CDARN), a total of 100 specialists will have been lost in Nigeria between the years 2020 and 2021. These observations are very unsettling and prompt one to contemplate the precise condition and resilience of our overall well-being.

Migration has been identified by a significant number of Nigerian experts as a contributing factor to the shortage of many valuable skills. According to the data provided by Immigration, Refugees and Citizenship Canada (IRCC) in 2019, a total of 12,595 individuals from Nigeria relocated to Canada. According to the data provided by the Immigration, Refugees and Citizenship Canada (IRCC), there has been a consistent upward trend in the number of Nigerian individuals moving to Canada between the years 2015 and 2019. Specifically, the figures indicate a rise from 4,000 to 12,595 Nigerian migrants over this period. Despite being a well-established phenomenon over the past millennium, the rate

of displacement has notably accelerated among the younger population of Nigeria. During the period spanning from the 1950s to the 1970s, there was a notable trend of affluent individuals from various regions migrating to Western countries in pursuit of educational opportunities, leisure activities, and advantageous prospects. Conversely, a concurrent phenomenon was observed wherein a greater number of indigenous individuals returned to their respective homelands. The increase in returns can be linked to favourable economic conditions, job availability, and opportunities for young individuals. In the past two decades, a notable shift has occurred whereby young Nigerians, including those who depart the country for educational reasons, exhibit a complete lack of inclination to repatriate.

Anthropological movements represent significant domains of influence within the context of the globalised world. Globally, the number of individuals residing in other countries increased to over 272 million in 2019, reflecting a growth of 51 million since the onset of the decade in 2010. Currently, the global population consists of a significant proportion of non-native individuals, accounting for 3.5% of the total population worldwide. This figure has seen an increase from 2.8% in the year 2000, as reported by the United Nations in 2019. As a result, the unanticipated nature of human growth becomes increasingly compelling and unavoidable due to its profound impact on the economic existence of many nations. According to the findings of the United Nations Population Division, the global population of international migrants in 2017 was approximately 258 million individuals, accounting for approximately 3.4% of the total global population.

According to Okam (2019), the objective of social inquiry education is to cultivate individuals who would actively strive to improve and contribute to their society. The attainment of this goal is contingent upon equipping the students with advantageous cognitive, affective, and psychomotor aspects of Social Studies education, which aims to acquaint the learners with the process of critical thinking essential in analysing and resolving complex problems. This is why many scholars consider Social Studies

education as a discipline that facilitates students in acquiring skills and values that enable them to identify and address human concerns through meticulous analysis and reliable guidance (Haruna & Liman, 2013). According to Haruna and Liman (2013), Social Studies serves as a practical field of study that enables students to obtain novel learning experiences, abilities, and attitudes, so equipping them to effectively address the various issues encountered in life, whether on an individual basis or within a group setting. This suggests that Social Studies education is designed to equip individuals with the necessary knowledge and skills to assume a central position in society, ensuring the maintenance of social cohesion and facilitating social regeneration.

Social Studies educators have a notable pedagogical difficulty, as the key to achieving success mostly involves offering students abundant opportunities to engage with genuine knowledge. Despite the extensive corpus of research supporting the implementation of active learning strategies within the realm of social studies, it is apparent that educators still wield a considerable degree of control over the curriculum. Social Studies educators frequently face the obstacle of constrained instructional time within the curriculum to adequately engage pupils who exhibit a lack of enthusiasm towards the subject matter. Good, Heafner, Rock, O'Connor, Passe, Wearing, and Sandra (2020) argue that the lack of Social Studies as a component of the senior secondary certificate examination (SSCE) curriculum in Nigeria is a significant factor leading to the low interest in the field. Furthermore, within this particular educational setting, instructors have the difficulty of teaching pupils who often exhibit a higher level of technology expertise compared to their own. The increasing phenomenon of mobility among proficient educators poses challenges for students in terms of their ability to remain connected to their educational setting, specifically with regards to their understanding and incorporation of local norms and practises. The discipline of Social Studies is seeing a decrease in importance, although its pivotal function in facilitating a

comprehensive education that nurtures well-informed and knowledgeable individuals. Educators strive to attain this desired end, as its nonexistence would lead to a substantial deprivation of essential information required for the proper functioning of society and the enhancement of our shared welfare (Rock & Heafner, 2014).

In recent times, the Yoruba expression 'Japa' has garnered substantial recognition as an adjective within the social media landscape of Nigeria. The Japa syndrome, a phenomena characterised by the emigration of persons from Nigeria to different parts of the world, has become increasingly widespread. The aforementioned phenomenon has led to a significant emigration of Nigerian professionals and skilled labourers from their formerly esteemed country of origin. Recent research has revealed that a notable impetus driving the migration of Nigerians to Europe and America is their aspiration to find sanctuary from the ongoing economic difficulties in their place of origin. The problems cited above include a worsening security situation, rising unemployment rates, a substantial rise in living expenses, and insufficient governance and leadership, among other concerns.

A considerable portion of individuals presently impacted by the Japa phenomena articulate a feeling of disappointment towards Nigeria, considering the country as deficient in feasible options for their future. A significant proportion of individuals choose to pursue educational and employment prospects. In Japan, there is a distinct group of persons who engage in highly dangerous pursuits, such as travelling the deserts of Northern Africa or embarking on treacherous expeditions across the Mediterranean Sea. Therefore, it is said that migrating to different parts of the world will offer them greater educational opportunities, higher career chances, increased financial compensation, and unquestionably, a more secure and safeguarded future for their children. The current perception of the achievement of these benefits is widely seen as difficult to reach within the specific setting of Nigeria. Despite the supposed advantages, it is evident that the emigration of competent

individuals has substantial negative implications for Nigeria and its different economic sectors. The departure of the Social Studies teacher led to a depletion of highly skilled persons. The Japa trend, a notable phenomena, has led to a substantial emigration of extensively skilled Nigerian workers to other labour markets such as the United Kingdom, the United States, Canada, the Netherlands, and Australia. A considerable proportion of individuals, notably those working in the domains of healthcare, finance, education, and technology, are opting to go to foreign nations in pursuit of enhanced prospects. As a result, the researcher has been motivated to examine the Japa syndrome in Nigeria, specifically focusing on pre-service Social Studies teachers in Oyo State.

Objectives of the Study

The main objective of this study is to investigate Japa syndrome in Nigeria from the perspective of pre-service Social Studies teachers in Oyo State. Specifically, the study will

- i. Examine the perception of pre-service Social Studies teachers on Japa Syndrome in Oyo state, Nigeria.
- ii. Find out how gender affect pre-service Social Studies teachers on Japa syndrome in Oyo State.

Research Questions

This study will be guided by the following questions:

1. What are the perception of pre-service Social Studies teachers on Japa Syndrome in Oyo state, Nigeria?
2. How does gender affect pre-service Social Studies teachers on Japa syndrome in Oyo State?

Hypotheses

H₁: There is significant difference in the mean rating of response on the perception of pre-service Social Studies teachers on Japa Syndrome in Oyo state, Nigeria.

H₂: There is significant difference in the mean rating response of male and female Social Studies Teachers' perspective on the Japa syndrome in Oyo State

Methods

The research employed a cross-sectional survey design. The sample for this research comprised Social Studies students at Ekiti State University, Emmanuel Alayande College of Education (affiliated with Ekiti State University), and University of Ibadan (affiliated with Federal College of Education, Oyo). The total number of students included in the sample was 1,093 as of the 2019/2020 academic session. The sample size of 138 was obtained using Research Advisors' (2006) table for sample selection, with a confidence level of 95% and a margin of error of 5%. The sample consists of 1 male and 74 female students from the two colleges. The researchers employed a purposive sampling strategy, which facilitated the selection of a specific group or individual that would be pertinent to their investigation. The purposive sampling strategy is employed for the selection of participants in the study. According to Yusuf and Musa (2019), it has been suggested that conducting research with larger sample sizes leads to improved and more dependable outcomes, resulting in a 5% increase in confidence levels.

Based on the aforementioned context, a total of two hundred (200) participants were utilised for the research. The data collection instrument employed in this study was a structured questionnaire entitled "Pre-Service to Social Studies Teachers' Perspective on Japa Syndrome in Nigeria Questionnaire" (PSSSTPJSNQ). The questionnaire was developed. The instrument underwent validation by professionals in the fields of Social Studies, Test and Measurements from Tai-Solarin University of Education who were not affiliated with the study region. The instrument was determined to exhibit consistency through the implementation of a pilot study. The Cronbach alpha formula was employed to compute the dependability coefficient, resulting in a value of 0.75. Simultaneous administration and retrieval of the surveys were conducted in order to minimise attrition rates. The study employed statistical measures such as percentage and frequency counts, arithmetic mean, and standard deviation to address the research inquiries. The study utilised the independent

sample t-test to assess the null hypothesis at a significance level of 0.05.

Results

Research Question 1: What is the perception of Social Studies student teachers about Japa syndrome in Oyo State, Nigeria?

Table 1: Perception of Social Studies teachers on Japa Syndrome in Oyo State

S/N	Items	Mean	SD	Remark
1	Inability to cater for the welfare of Social Studies teachers	3.23	0.82	Agreed
2	Inadequate funding to finance the education system	3.08	0.86	Agreed
3	inadequate community participation and awareness	3.15	0.86	Agreed
4	Political instability	3.23	0.86	Agreed
5	overambitious plan	3.10	0.92	Agreed
6	Absence of relevant data	3.19	0.87	Agreed
7	Mono-economic base of the country	3.10	0.88	Agreed
8	Insufficient knowledge of Social Studies teachers to inculcate values and norms about change in environment to students	3.14	0.89	Agreed
9	Lack of good governance	3.34	0.67	Agreed
10	pervasive corruption and indiscipline	3.41	0.63	Agreed
11	Public service inefficiency	3.28	0.78	Agreed
12	Imported policy syndrome by the government	3.25	0.79	Agreed
	Cumulative mean	3.26		Agreed

Source: *Field Study, 2023*

From Table 1, the overall responses of the respondents regarding the pre-service Social Studies teachers on Japa syndrome. The mean response of respondents ranged from 3.08 to 2.41, and the standard deviation ranged from 0.63 to 0.91. This is because the cumulative mean response score of 3.26 is higher than the 2.50 decision mean, which signifies a positive response.

Moreover, on the basis of individual items, all the mean scores of the 12 items are greater than the decision mean of 2.50.

Research Question 2: How does gender affect Social Studies student teachers' perceptions of Japa syndrome in Oyo State?

Table 2: Mean responses of respondents on how gender affects pre-service Social Studies teachers' perceptions of Japa syndrome in Oyo State

S/N	Items	Mean	SD	Remark
13	Intra-individual difference	3.77	0.51	Agreed
14	social class difference	3.67	0.53	Agreed
15	Developmental difference	3.97	0.56	Agreed
16	Cultural difference	3.49	1.67	Agreed
17	Reflective thinking	3.85	1.69	Agreed
18	Teacher readiness to teach	3.11	1.51	Agreed
19	Problem-solving approach	3.50	1.72	Agreed
20	Ability to make the right decision	3.60	1.51	Agreed
	Cluster mean	3.62		

Source: Field Study, 2023

Table 2 shows that all items in the data strongly agree with mean scores of 3.00 and above. The cluster mean score of 3.62 shows that the respondents agreed that gender had an influence on the Social Studies student teachers' perceptions of Japa syndrome in Oyo State.

Hypothesis 1: There is no significant difference in the perception of Social Studies student teachers on Japa Syndrome in Oyo State, Nigeria.

Table 3: Independent t-test statistics on the perceived Japa Syndrome of Social Studies student teachers

Gender	N	Mean	SD	df	t-cal	t-crit	P	Remark
Male	76	84.89	4.16	198	0.170	1.96	0.05	Accepted
Female	124	84.81	4.55					

Source: Field Study, 2023

Table 3 shows that there is no significant difference in the perception of pre-service Social Studies teachers on Japa syndrome in Oyo State. This was because the calculated P (significance) value of 0.865 was greater than the 0.05 level of significance at degree of freedom (df) 198, while the calculated t-value of 0.170 was lower than the t-critical of 1.96. However, the mean response scores are 84.89 and 84.81 for male and female respondents, respectively. Based on the foregoing, the null hypothesis is accepted.

Hypothesis 2: There is no significant difference in the mean response rating on how gender affects Social Studies student teachers in Oyo State.

Table 4: Independent t-test statistics on how gender affects Social Studies teachers on Japa Syndrome

Gender	N	Mean	SD	df	t-cal	t-crit	P	Remark
Male	82	3.64	0.52	198	0.37	1.96	0.05	Accepted
Female	118	3.58	0.50					

Source: Field Study, 2023

Data in Table 4 show that a t-value of 0.37 at 198 degrees of freedom with a p-value of 1.96 is greater than the criterion value of 0.05. Hence, the null hypothesis was accepted. This implied that there was no significant difference in the mean ratings of male and female Social Studies teacher trainees' perceptions of Japa syndrome in Oyo State.

Discussions

This study has identified several factors that contribute to the effects of Japa syndrome on pre-service Social Studies teachers in Oyo State. These factors include poor planning of educational curriculum, inadequate funding of the education system, insufficient community participation and awareness, lack of continuity and political commitment, overambitious plans of Social Studies teachers, absence of relevant data, mono-economic base of the country (Nigeria), insufficient knowledge and equipment, lack of good governance, pervasive corruption and indiscipline, public service inefficiency, and the syndrome of imported policies. In support of the current findings, Salihu and Adamu (2016) conducted a study aimed at examining the perspectives of Social Studies teachers on the obstacles that hinder the successful implementation of the Millennium Development Goals (MDGs) in Nigeria. The researchers identified several significant factors that impede the effective execution of the MDGs in Nigeria, including widespread corruption, inadequate policy and project continuity, ineffective leadership, and a lack of economic diversification. The results presented in Table 3 demonstrate that there was no statistically significant disparity between male and female perceptions of pre-service Social Studies teachers on Japa syndrome in Oyo State. This discrepancy arose due to the fact that the computed P-value of 0.865 exceeded the predetermined significance level of 0.05 at a degree of freedom (df) of 198. Additionally, the computed t-value of 0.170 fell below the essential t-value of 1.96. Ndizera and Muzee (2018) have highlighted several constraints that hinder the proper implementation of Social Studies in the curriculum. These

constraints include insufficient financial resources, absence of ownership, lack of political support, various and occasionally opposing interests, and a dearth of ideological support to sustain the vision.

The analysis of the data presented in Table 2 indicates that gender has an impact on various factors, namely cultural background, socioeconomic class, intra-individual characteristics, reflective thinking, teacher preparedness to teach, and problem-solving technique. According to Salihu and Adamu (2016), the implementation of a policy is a critical stage in the policy process, as it ultimately defines the success or failure of social educators in relation to gender. This finding is consistent with the findings of Nwankwo and Apeh (2008). Based on the results presented in Table 4, it can be observed that the t-value of 0.37, obtained at 198 degrees of freedom, exhibits a p-value of 1.96, which surpasses the critical value of 0.05. This finding suggests that there was no statistically significant disparity in the average ratings given by male and female Social Studies teachers regarding their assessments of Japa syndrome. Ikelegbe (2016) and Nweke (2016) have observed that a significant number of policy failures can be attributed to the presence of gender imbalance. This has led to the imperative for Nigeria to consistently prioritise internal sources of strength and courage, regardless of gender, while formulating policies and programmes aimed at fostering national growth and development, in order to prevent futile endeavours.

Conclusion

Based on the aforementioned information, this study reached the conclusion that Japa syndrome had a discernible impact on pre-service Social Studies instructors in Oyo State, as demonstrated in the study findings. Therefore, it is crucial to adopt proven tactics that can successfully realign Social Studies educators, empowering them to make significant contributions to the advancement of the nation and mitigating the emigration of countless talented young individuals to other countries. Social Studies instructors have the potential to effectively leverage the

phenomena of immigration by using instructional practises that actively involve students in meaningful learning experiences, thereby boosting their acquisition of both skills and content. The maintenance of pre-service training programmes is crucial for fostering the ongoing professional growth of educators throughout their educational trajectories. The profound influence of migrants on the economic well-being and innovative capacity of their countries of origin is an undeniable and noteworthy phenomena that demands attention in present-day society. The importance of Social Studies has been apparent for several decades, as it has not only contributed to positive societal development but has also exhibited significant economic stability inside our nation.

Recommendations

According to the results of this study, it is advised that the government and its agencies implement comprehensive educational programmes in order to improve the economic utilisation of commercial enterprises among migrants and their communities. The imperative of adequate mobilisation at the grassroots level. It is crucial for governmental entities and developmental organisations to devise strategies aimed at providing assistance to migrants in their social pursuits and facilitating their continued remittance to their respective places of origin. There is a pressing need for deliberate and future-oriented leadership throughout all levels of organisational structures. It is crucial to prioritise the augmentation of economic diversification inside the nation. The provision of sufficient financial resources to support the educational system.

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