
BOOSTING SOCIAL STUDIES TEACHING THROUGH
GLOBAL BEST PRACTICES FOR TACKLING CORRUPTION
AND MATERIALISM IN NIGERIA

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Abstract

Most African nations' economic recession results from coded corruption with its concomitant multiplier effects on all human endeavours. Since education is a reflection of societal aspirations, the malaise of corruption need be addressed wholeheartedly through education, a product of conveyor school subjects. Social Studies with its potentials of equipping learners with requisite socio-civic skills and competencies stand out in this wise. This paper determines the effect of boosting Social Studies teaching through global best practices for tackling corruption in Nigeria. A mini-survey was conducted through triangulation of unstructured interview and non-participant observer involving 166 consenting participants across civil servants, community leaders, Social Studies teachers, market men and women, artisans, transporters, private organizations and law enforcement agents in Oyo Township through purposive sampling technique. Data collected were analyzed quantitatively and qualitatively. Findings revealed that the level of corruption is high in Nigeria, a product of causes ranging from government to individuals. A number of multiplier effects of corruption

were also identified while global best practices for Social Studies were identified to curb corruption malaise. It was recommended among others that child-centered and activity-based methods should be employed in conforming to global best practices in teaching and learning to curb corruption in Nigeria.

Keywords: *Global best practices; Social Studies' potency; Multiplier effect; Corruption.*

Introduction

The global community, Africa inclusive and Nigeria is going through an excruciating situation in virtually all facets. The most affected of them all is the economy, hence, the ubiquitous and common phrase 'economic recession'. As such, it is no longer business as usual even in governance as most states in Nigeria find it difficult to maintain foundational institutions necessary for growth and development of the nation.

The foregoing situation in Nigeria and Africa in deed is in spite of the riches in resources cutting across different parts of the continent and Nigeria. A similar view was held by Ovat and Basse (2014) that Nigeria ranked among the most blessed nations of the world that are blessed with vast human and natural resources which, if properly harnessed, is capable of ranking the nation among the top most developed nations of the world.

It is disheartening however that despite the foregoing scorecard of Nigeria in attaining development, the spate of impunity rocking the nation in the guise of avarice and self-aggrandizement culminating in 'kleptocracy' in governance, rotten institutions and get-rich-quick syndrome among individuals has marred the nation's dream of being ranked among the top economy of the world by the year 2020, this is with no thanks to the coded corruption prevalent in the country. Corruption has become so endemic that it is seen as the order of the day. Giving a vivid situation of the incidence in Nigeria, Adebajo (2012) lamented that 'without a doubt everybody knows that the main problem of Nigeria as a nation is corruption as there is no where one goes in Nigeria that one will not meet

corruption as landlord or ruler'. It was also the contention of Samuel (2017), that prominent in the challenges of sustainable development in Nigeria is a corruption of Nigeria leaders.

Analyzing the state of many African states, Nigeria inclusive and the spate of corruption coupled with its attendants multiplier effects, Egbuchulam (2014) indicated that 'nothing seems to be moving African states and their leader away from underdevelopment, unemployment, poverty and insecurity with the attendant consequences owing to collective greed, selfishness and mediocrity'. He concluded by saying that it is indeed regrettable that Nigeria at its current age portrays a compelling circumstances of poverty, inadequacy and squalor in the face of the buoyant economy which is all resultant of greed, insincerity as well as corruption.

Succinctly, corruption has impacted gravely on the nation's economy and the Nigerian society at large. As such, if the assertion of Okunade (2014) that there is the need to address issues and challenges in Nigeria's corporate existence, more importantly, those pertaining to contemporary situations that signal inevitability of a largely uncertain and a predominantly bleak future for Nigeria if the trends where the past is better than the present is not arrested is anything to go by, it is thus germane as a matter of urgency to 'throw the issues of corruption (something bad) to the schools' in line with the Chinese proverb. Education thus remains the magic wand of tackling corruption and materialism in African and indeed, in Nigeria.

It is instructive to note that achieving the feat in that direction is but a function of functioning school subjects and viable association promoting attitudinal and value change in citizens, the crux of Social Studies Association (SOSAN) and Social Studies as a school subject. Little wonder, Akinjide (2006) affirmed that the prosperity of a country is a product of the number of its cultivated citizens, men of educated enlightenment and character. All these are part of the hallmark of Social Studies as a school subject. Hence it is imperative to boost Social Studies with global best practices to enhance its capability of tackling corruption and materialism in Nigeria.

As rightly observed in some quarters, Africa and Nigeria is but a paradox of a nation. This saying might not be unconnected with the plenitudes of resources human and materials alike with which the country is blessed with, hence, the country is adjudged rich. However, everyday observation and the unfolding events of the present time is an indication of the great dichotomy between the bourgeois and the proletariats. A situation of the rich becoming richer (even with the nation's resources at the expense of the poor) and the poor becoming poorer (even in the event of avalanche of resources) has no better conclusion than the acclaimed paradox that 'Nigeria is too rich to be poor and too poor to be rich'. Reasons for this cannot be far-fetched, there seems to be the inborn tendency of amassing wealth and materialism generally among the government and its functionaries in different institutions as well as the governed.

As such, the corrupt tendencies have so entrenched corruption and materialism in the various institutions anchored by individuals. It is disheartening that the foregoing situation is of grave consequence to individuals, institutions and the nation at large in terms of its multiplier effects. More disgusting again is the fact that corruption has become a household name but the measures put in place by successive government are but the ghost of their initial purpose of the establishment.

Again saved for conferences and seminars, as endemic as corruption is, little attention is given to it in the nation's curriculum. For instance, in both 2007 and 2009 NERDC curriculum for Social Studies, corruption was only mentioned as an example of the social problem. Since education constitute the bedrock of solution to societal problem and Social Studies as a school subject characterized by ability to accommodate emergency issues, it becomes pertinent to enhance the subject with global best practices to engender effective teaching and learning capable of inculcating right types of attitudes are values in learners essential for addressing the multiplier effects of corruption in Nigeria generally. This is in line with a Chinese proverb that anything you want for the nation, throw it to the school.

Consequently, this paper examined the extent to which boosting of Social Studies teaching through global best practices could

enhance tackling of multiplier effects of corruption and materialism in Nigeria. The study is therefore anchored on the following research questions:

1. What are the perceived causes of corruption and materialism in Nigeria?
2. Of what multiplier effects is corruption and materialism on Nigeria as an entity?
3. What is the proclivity of global best practices in Social Studies in tackling corrupt practices and materialism in Nigeria?

Concepts, Nature and Causes of Corruption in Nigeria

Conceptually, corruption as a term emanates from the Latin word, 'corrumpo' which according to Ovat and Bassey (2014) translates to 'such disgusting thing' e.g: to rot; to decompose; disintegrate, (to decay) among others. This perhaps informed the description of corruption as a process involving people behaving in a way that is normally wrong. It thus constitutes phenomena that involve peoples' attitude and behaviour that contravenes the norms of the ideal society (Oladiti & Oyewale, 2010).

Edewor (2002) earlier described corruption as an unscrupulous, immoral or dishonest behaviour of people in the society which may take the form of fraud, shadiness, bribery, extortion, wickedness, iniquity as well as perversion. The World Bank (2007) conceived corruption as nothing but flagrant abuse of public office for private gains. Such behaviour takes place in every facet of the society as indicated by Ovat and Bassey (2014) that the most common definition of corruption is the use of public office for private gains ditto for private sectors as all sectors of the economy are plagued by the social malaise of corruption.

Similarly, corruption entails lack of transparency where shady deals and clandestine transactions are carried out whether in the public or private organization (Onum-Nwariaku, 2004). This also takes place in every day affairs of the society. The more reason why Oyinloye, Lasisi and Gbadamosi (2016) averred that corruption entails crimes committed by the citizens in the society that negates the laydown and accepted societal norms. Conceptualizing

corruption, Ribadu (2002) described it as the act of an official person who unlawfully or wrongly uses his or her position whether in station or office in procuring some benefits for him or herself as well as for other parties that runs contrary to the duties and rights of other citizens.

It is instructive to note that as corruption pervades the global world and Nigerian society, it is often mis-conceived as many find it difficult to say specifically what corruption is. Notwithstanding, corruption is ubiquitous cutting across every facet of human endeavours. On the global scene, reports of the alarming rate of corruption are replete among top functionaries in countries such as France, Mexico, in Africa, Nigeria and Democratic Republic of Congo (Duru, 2012; Anthonio, 2012; Ovat and Basse, 2014).

Corruption by nature is said to be as old as mankind. Biblically, it started with Jacob usurping Esau in terms of birth rite and the associated blessings. Little wonder, Tanzi (1998) adduced that the phenomenon coded named corruption though attracting a great deal of attention of recent is not a recent phenomenon for it is as old as mankind (p.1680). Corruption according to Oladiti and Oyewale (2010) is opened to a number of accolades which amount to further corruption. Such accolades as identified by James (2007) are: 'Kick-back', bribery, 'palm-greasing', 'settlement', 'seasons greeting', 'kola', 'egunje', to mention few.

Buttressing further, Adebajo (2012) listed among others, awarding of the contract on the basis of kick-backs in ranging percentage; deeping hands into the government treasury at will by government officials; diversion of state funds to private pockets; lecturers demand for settlement in cash and kind mounting of checkpoint by policemen (p.58).

Trendwise, corruption has been so entrenched in the nation to the extent of being described as endemic. For instance, Gaskia Media (2012) writes that by 1998, corruption had become endemic in Nigeria. Adebajo (2012) stated that 'corruption walks on eight legs and wears the golden crown in Nigeria, while Boko Haram kills in tens, corruption kills in thousands' (p.58). It is on record that between 1997 and 2003, Nigeria was consistently listed as one of the most corrupt countries in the world by Transparency

International (TI) (Ogundele, 2010). This finding might not be unconnected with the views of Oyinloye, et al (2016) that the endemic corruption in Nigeria permeates all, education inclusive.

This notion further confirmed Ribadu's (2009) assertion that corruption is all-inclusive with civil servants being corrupt more than governors. Presenting the sorry tale of the nature of corruption in Nigeria, Onyenandu (2013) quoting Bishop Mattew Hassan Kukah, Bishop of Catholic Diocese of Sokoto writes that 'corruption has become the garment of honour in Nigeria, the blood of survival of the elites in every department' (p.22).

It is pertinent to take a brief look at the possible causes and factors influencing corruption in Nigeria. The societal posture to the malaise of corruption is one of the major causes of the endemic nature of corruption in Nigeria. Lamenting in this wise, Falaye (2013) asserts that principles, values and beliefs that are most often cherished in the yester-years in Nigeria society are but now a thing of the past with political leaders enmeshed in careless, inhuman and high-level corruption, yet, decorated with national honour and honorary degree awarding inclusive.

The same goes for the changing roles of the nation's enduring institutions. For instance, it was the contention of Komolafe (2009) that if host communities of institutions are organized and run in the right perspectives, transparency and accountability tangential to budgetary allocation management will be practically relevance. The reverse is the case of such institutions in Nigeria in the event of endemic corruption. The said situation might not be unconnected with the breakdown in morals, work ethics, discipline, social responsibility and general civility among the citizens.

Similarly, most organizations and government agencies in Nigeria according to Oyinloye et al (2016) are not properly aligned with values, morals as well as convictions that build strong, secured, healthy and prosperous nation. This is a soil on which corruption thrives. No wonder, Ogundele (2010) was of the view that ethnical problems underscores successive government in Nigeria since 1976 introduction of one form of legislation or the other to curb corruption malaise in Nigeria.

However, Aladekugbe (2017) while appraising government posture on corruption and its yield presently identified the state of the nation and the citizens as warranting attention to forestall corruption. To him, 'it is difficult to preach virtue in the presence of extreme hunger and deprivation, to harp on moral rectitude amidst citizenry while ignoring the constriction of economic opportunities in the land is to unwittingly create a breeding ground for even more insidious corruption'.

The foregoing perhaps attests to the initial submission of Ogundele (1999) that management laxity, lack of motivation and lack of commitment among others promote acts of indiscipline, corruption inclusive. Again, Eso (2007) while discussing the causes of corruption harped on leadership issue by saying that leadership has been singled out as central to the promotion of corruption in Nigeria. Adebajo (2012) was also of the opinion that 'government from head to toe is a slave to corruption'. A good example here as identified by Aladekugbe (2017) is the issue of protracted court cases over corruption issues. This further fans the ember of endemic corruption in the nation.

Other causes of corruption emanates from placing selfish interest and aggrandizement over service to the nation. Again, much of the use of the human interface as against digital in terms of automation breeds corruption in the country. Without mincing words, the foregoing among others do promote corruption in Nigeria. As could be observed, it is more of attitudes, values and dispositions towards societal enduring institutions and norms.

Corruption and its Multipliers Effects in Nigeria

A panoramic view of the discourse so far is an indication that corruption is a wind that blows nobody, society or nation any good. The effect of corruption thus, is but in multiples. Thus, multiplier effect connotes the number of times a rise in a particular event exceeds the rise in the injection of what causes the rise. In explaining the multiplier effects of corruption on Nigeria society, two schools of thoughts are pertinent here. The first school of thought are the Economists who were of the opinion that corruption might promote growth, citing Indonesia, Thailand and South-East Asia country as

experiencing high growth rates despite the perceived high level of corruption (Tanzi, 1998).

Ovat and Bassey (2014) quoted other studies that were of the views that corruption oils the mechanism or greases the wheel of economic growth by removing government imposed rigidities that impede investment as well as growth (Huntington, 1968; Beck, 1986 & Lien, 1986). The second school of thought, is the recent one comprising economists and other analysts who view corruption as a phenomenon that retards growth and development. Corroborating this school, it has been canvassed that corruption is responsible for under-development of Nigerian nation with virtually all facets of life adversely affected. There is a complete failure in the nation's judiciary system; public power supply is epileptic, ditto for other infrastructural facilities that are in some state (Mamadu, 2006; Obasanjo, 2000).

Buttressing the foregoing, Ovat and Bassey (2014) adduced that corruption has caused gross under-development of the nation manifesting in dilapidated various institutions with money allocated to such projects syphoned by individuals and groups. Capturing the untold effects of corruption on a nation generally, the former US President, Barrack Obama in *The Nation* of Sunday July 12, 2009 stated that 'no country can create wealth when their leaders exploit economy to enrich themselves where police could be bought off by drug traffickers there would not be investment in a place where government skips 20% off the top, where head of the Port Authority is corrupt. No person wants to live in a society where the rule of law gives way to the rule of brutality and bribery'.

Ovat and Bassey (2014) in their findings indicated a clear correlation between corruption growth and development in Nigeria. Such effects manifest in un-inclusive growth evident in rising incidence of poverty, unemployment rate, discomfort index, low capacity utilization, low level of investment among others. A similar view was held by Duru (2012) that the common man in Nigeria is alienated from himself as he lacks the where-withal to afford the basic necessities of life such as education, medical facilities all as a result of a number of factors chiefly among which is corruption. Thus, corruption according to Oyinloye, Lasis & Gbadamos (2016)

denies the country in building strong, secured, healthy and prosperous nation. This is the more reason why Samuel (2017) identified corruption as one of the major challenges hindering sustainable development in Nigeria.

Furthermore, corruption has been fingered as responsible for the increased suffering of the masses even as the political elites continue to 'feed on our common patrimony and wallowing in wanton profligacy through illicit gains of corruption' (Aladekugbe, 2017). Corruption has been identified by UNESCO (2000) as a major drain on the effectiveness of resources for education in Nigeria. It constitutes drain-pipe according to Komolafe (2009) through which several pupils and students are denied access to quality education. Further rot in education also results from compromising of the standard by teachers (Ogunsiji, 2016). This is another multiplier effect of corruption. Buttressing the adverse effect of corruption in the nation's economy, Ekpo (2013) indicated that the poverty incidence is 68% with 24% rate of unemployment as at 2011, huge infrastructural deficit, public schools system is nothing to write home about at all levels, well-to-do Nigerians go abroad for medical treatments, to mention few.

Highlighting the multiplier effects of corruption on education, Nwizu (2017) averred that the result of corruption on education is seen in the character of educational products manifesting in unemployable graduates, restive youths, political thugs, graduate armed robbers and kidnappers among others. By implication, the cost of corruption is being felt in every aspect of human endeavours and a deterrent to national growth and development.

Global Best Practices in Social Studies Education as a Measure of Tackling Corruption in Nigeria

The place of education and the conveyor disciplines such as Social Studies in finding recourse to the malaise of corruption in Nigeria cannot be over-emphasized. Speaking in this direction, some studies have canvassed the import of education to find solutions to societal problems. It is the bedrock of national development as a driving force behind the socio-economic advancement of nations via human capital production that are essential managers of other economic

capitals. Thus, when citizens are educated, they are liable to think right, act right to engender positive change for the transformation of the nation and the world (Osundare, 2009; Almendarez, 2011; Ekpo & Is'haq, 2004). This perhaps accounts for Nwizu's (2017) call for a re-think and review of the education system in the present time for a societal revival.

The foregoing thus calls for conveyor school subjects to work assiduously to engender the desired revival. One of such subject having the capacity to confront fluids of realities by which human beings and the society is being confronted on daily basis is Social Studies. Studies have viewed the subject as equipping learners in the three domains of cognitive, psychomotor and affective coupled with skills, values, attitudes and knowledge as well as problems-solving and inquiry techniques (Akinlaye, Mansary & Ajiboye, 1996; Ogunsaya, 1984; Ajiboye, 2010; Ogundare, 2010; Ajitoni, 2008).

The foregoing description of the subject, Social Studies no doubt, as placed it in the pedestal of accomplishing both the national objectives and education goals which are but a reflection of the societal aspirations. Adejoju and Eniola (2002) attested that Nigeria's revival anchors on value-reviving such as national values that entails discipline, respect for life and property, justice, consideration for citizens' right, honesty, hard work, transparency, accountability, kindness, to mention few. It is noteworthy, however, that the above stance and many other feats of the Social Studies in combating emerging issues and finding solutions to problems in human society do not operate in a vacuum but a function of its plenitudes of potency and peculiarities (Oladiti, 2016).

Despite the aforementioned proclivity of Social Studies, its ability to curb corruption and attendant corrupt practices may be a mirage if the subject is not given the right attention in terms of effective teaching and learning. As a subject saddled with accommodating emerging issues, the subject requires constant review and the use of modern techniques coupled with a child-centered approach to get the desired result. Hence, there is the need for the subject to align with the global best practices in teaching-learning process. Bayer (1967) was of the view that, as Social studies objectives and contents are changing, so too are the methods and

techniques of instructions. Leah (2011) also advocated student-centred approach as global best practice.

Similar view for global best practices was mooted in the review of NPE which was meant to take cognizance of the evolving events in the Nigerian society and the world to make it relevant to global requirements as well as to address most of the naughty issues such as corruption affecting the development of the society (FGN, 2013; Ajere & Olorunmota, 2015). Ogundare (2010) also adduced that identification and practice capable of identifying new approaches is part of what makes for a teacher's skillfulness and resourcefulness.

Emphasizing global best practices for effective teaching and learning of Social Studies, Falaye (2013) listed some challenges confronting morals and social transformation education being presented by Social Studies to learners as: ineffective pedagogical approach, poor teacher quality, poor teacher attitude, unsustainable learning environment, inadequate learning materials as well as discouraging societal influence (pp.49-50). It was the contention of Obanya (2004) that pedagogical and improvement of teachers' quality is akin to effective pedagogy.

Akinola (2014) summarized the indefatigability of adopting constant global best practices in Social Studies by stating that the laudable objectives of Social Studies will be hanging in the air if the teachers continue with the use of antiquated methods where learners are passive. Hence, the need to constantly sensitize Social Studies teachers on the methods, techniques and strategies that are capable of making for participatory lessons. This will engender active students and lively classroom environment. This is the hallmark of global best practices in Social Studies especially in ameliorating the rot in the entire institutions and system at large.

By implication, it is pertinent that current practices in the teaching and learning be injected in the teaching and learning of Social Studies. Prominent here is the issue of problem-solving techniques, simulation technique, role playing, drama, entereducate, participatory learning, cooperative learning, discussion techniques, the use of resource person and community resources, curricular and content review to align with current societal aspirations, inquiry

technique, field trip and field study, concept-mapping, future wheel technique, interview method, discussion method, questioning method, presentation method, brain storming technique, creative activity method, among others (Bayer, 1967; Awosolu & Esugbongbe, 2002; Akinlaye, Mansaye & Ajiboye, 1996; Ogunsanya, 1984; Ollendick, 2008; Leah, 2011; Falaye 2013; Akinola, 2014; Raji, 2015; Ajibade, 2017; Chido & Byford, 2014; Adeyemo & kolawole, 2016; Oladiti, 2017).

Ogundare (2010) earlier proposed that learners' effectiveness is a function of teacher's skillfulness and resourcefulness imbued in the adoption of new approaches which among others include individualized instruction, problem-solving, learning by doing, inquiry teaching and discovery method, field trip, etc. Teachers' utilization of the aforementioned global best practices will go a long way in advancing the teaching of Social Studies in tackling the malaise of corruption that has eat deep into the fabric of the nation.

Methodology

In line with the basic tenet of action research, a survey was conducted in the study. This cut across various strata of the society such as public servants, market men and women, artisans, transporters, law enforcement agents as well as private organizations and community leaders since corruption is not a repository of a particular section of the society. Thus, through triangulation of instruments such as unstructured interview, non-participant observer techniques as well as listening survey as an appendage of focus group discussion (FGD), data for the study were gathered.

Consequently, purposive sampling technique was adopted to select 166 consenting participants comprising male and female across the four local governments in Oyo Township and environs. Data for the study were analyzed through quantitative and qualitative statistical tools such as the use of tables, frequency counts, simple percentages, ranking as well as content analysis, convergent and divergent views among others.

Result and Discussion

Table 1: Participants' Socio-Demographic Characteristics Variables

Age	YEARS	F			%
	18-27	28			16.87
	28-37	36			21.69
	38-47	46			27.71
	48-57	32			19.28
	58+	24			14.46
	Total	166			100.01
Gender	Male	108			65.06
	Female	058			34.94
	Total	166			100
Occupation	CATEGORIES	M	F	N	
	Community Leaders	10	06	16	09.64
	Civil Servants	18	07	25	15.06
	Social Studies Teachers	10	14	24	14.46
	Market Men and women	12	18	30	18.07
	Transporters	12	00	12	07.23
	Artisans	25	03	28	16.87
	Private organizations	12	04	16	09.64
	Law Enforcement Agents	09	06	15	09.04
	Total	108	58	166	100.01

Source: Authors field work 2017

Table 1 shows that the age range of the majority of the participants is between 38-47years (46, 27.71%) followed by those within 28-37years (36, 21.69%) with those within age bracket 58 and above as the least (24, 14.46%). Male participants outnumbered their female counterparts (108, 65.06%; 58, 34.94%) respectively. Market men and women, Artisans and Civil servant top the list of participant' of occupation (30, 18.07%; 28, 16.87% and 25, 15.06%) respectively.

These categories of participant's daily battle with corruption issue while some even engage in the endemic practice.

Research question 1: What are the perceived causes of corruption and materialism in Nigeria?

In answering this question, the sampled participants' views on the perceived causes of corruption have been categorized to reflect their points of view. The coded description was also employed alongside. Basically, there exist varied categories of causes of corruption by the participants such as Government, successive administrations in the country, institutional breakdown, societal value system, bad governance, leadership among others. Ethical problems, the breakdown of morals, non-alignment with values by organizations, posture towards corrupt practices, the use of human interface, placing selfish interest and aggrandizement over service to the nation, protracted court cases, management laxity, among others constitute the coded description of perceived causes of corruption in Nigeria.

Result obtained in this study further buttressed findings from some previous studies such as Komolafe (2009); Ogundele (1999); Eso (2007); Ogundele (2010); Faleye (2013); Oyinloye et al (2016); Adebajo (2012); Aladekugbe (2017) who in their separate studies attributed the spate of corruption in the country to a number of factors ranging from individual, group, corporate organizations, government parastatals to public office holders.

Research Question 2: Of what multiplier effect is corruption and materialism on Nigeria as an entity?

With respect to the multiplier effect of corruption in Nigeria as an entity, excerpts from participants' responses were analyzed under convergent and divergent ideas express as well as participants' view. Basic in the divergent views was the one express by a school of thought who consist of economists with the notion that corruption is capable of promoting growth as obtained in some countries experiencing corruption yet, experiencing growth, that corruption greases economic growth as it oils the mechanism of the wheel of economic growth. Corruption to them removes rigidities of the

government towards investment. The other school of thought perceived corruption as retarding growth and development hence, corruption is responsible for under-development of the nation with concomitant adverse effects.

Among the multiplier effects of corruption that tops its categorization is: gross under-development of the nation; the state of emergency in the basic infrastructure for effective learning; dilapidated social institutions; loss of investment and reduction in foreign exchange; unemployment and dwindling economy. Following the foregoing is the issue of discomfort index, health infrastructure inadequacy, and drop in life expectancy, retard sustainable development, the suffering of the masses, the major drain of the effectiveness of resources, the decline in education.

Other multiplier effects of corruption include serving as the preparatory ground for crime and social malaise generally in the nation coupled with lost of, or lack of thrust in the nation's economy. Studies in support of the findings here include that of Tanzi (1998); Mamadu (2006); Obasanjo (2000); Obama (2009); Ovat and Bassey (2014); Komolafe (2009); Egbuchulam (2014); Aladekugbe (2017); Samuel, 2017) that identified multifaceted effects of corrupt practices on the nation's economy and the country at large, the nation's image in the comity of nations inclusive.

Research Question 3: What is the proclivity of global best practices in Social Studies in tackling corrupt practices and materialism in Nigeria?

With respect to the proclivity of adopting global best practices in the teaching learning of Social Studies for tackling corruption and materialism, content analysis and categorization of global best practices in Social Studies were employed. From various sources consulted, both primary and secondary, content analysis by participants indicated that for education and each school subject, Social Studies inclusive, to function effectively, there is the need for entrenching global best parties from time to time. This they say will enhance the conveyor subject i.e. Social Studies in tackling the malaise of corruption in Nigeria.

On the issue of global best practices' implications for Social Studies in tackling corruption and materialism in Nigeria, categorization of participants' view was employed. Prominent here are the child-centered approach as best pedagogical approach, improvement of teachers' quality, problem-solving techniques, participatory learning, simulation techniques, role playing, drama, enter-educate, discussion technique, the use of community resources and resources, person, inquiry techniques, presentation method, discovery method, creative activity method, brainstorming techniques, to mention few.

Result obtained here corroborates that of studies such as Adejoju and Eniola (2002); Bayer (1967); Leah (2011); Ogundare (2010); Falaye (2013); Obanya (2004); Akinola (2014); Raji (2015); Chido and Byford (2014); Oladiti (2017); Adeyemo and Kolawole (2016) that canvassed for child-centered, value-laden techniques as well as strategies that promotes the affective domains of the learners generally.

Conclusion

This study has explored the issue of endemic corruption and materialism in Nigeria as an entity and Africa as a whole. The menace has become hydra-headed to the extent of being addressed as social malaise. Corruption pervades virtually all aspects of human endeavours and all sectors of the economy through the collapse of institutions necessary for sustaining national growth and development. The phenomenon is so endemic to the extent of being described as 'garment of honour' considering the societal posture to the issue.

Since education still remains the magic wand of effecting desired changes in the society, the place of conveyor school subjects especially, Social Studies characterized by value-laden and capable of accommodating emerging issues cannot be over-emphasized. The success of education and Social Studies in curbing corruption malaise is a function of effective teaching and learning. Hence, it is expedient that the value-laden aspect of Social Studies be vigorously pursued by all stakeholders to engender addressing the menace of corruption right from the school level.

More so, there is the need for entrenching the identified global best practices capable of equipping learners with socio-civic competencies skills, values and attitudes discussed in this study in the teaching and learning of Social Studies at all levels. By implication, emphasis should be geared toward developing learners' affective domain. Similarly, the potentials inherent in Social Studies as a value-laden and problem-solving subject need be vigorously pursued by those handling the subject especially at the primary and post-primary level. Again, it is important that attitudinal change be inculcated in the citizens. Thus, when citizens have a change of attitude, the tempo of the rising menace of corruption in Nigeria will be reduced to the barest minimum.

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