

EFFECTIVE TEACHING OF SOCIAL STUDIES: A PATH WAY TO HIGH MORAL VALUE AND NATIONAL DEVELOPMENT

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Abstract: In the recent past, Nigeria citizens have come under scrutiny for their attitudes to national development and nation building and this has led to a simple conclusion that Nigerians have cultivated a culture of immorality which has had a catastrophic effect on the country's development. It on this background the paper examines the concept of national development vis-à-vis social studies education. The content of social studies curriculum was critically reviewed and were found to be adequate to address the issue of moral decadence hampering national development. The existing instructional strategies and evaluation procedure were also discussed. Suggestions are made on the instructional methods that could enhance effective social studies teaching for accelerated national development.

Keywords: Morality, National Development, Social Studies Classroom.

Introduction

The achievement of national development requires the collective efforts of both leaders and people. The existence and prosperity of a country are significantly contingent upon the lifestyle, mental and moral orientation, and societal cohesiveness of its individual citizens. Significant focus has been directed into the influence exerted by Nigeria's leaders on its societal, political, and economic decline. Conventional wisdom attributes this deterioration to a dearth of visionary and growth-oriented leadership.

Adeowu (2016) argues that there has been more investigation of individuals' views towards national development and nation building in the recent past. The examination of this matter has resulted in a straightforward deduction that Nigerians have fostered a cultural inclination towards immorality, which has had a detrimental impact on the progress of the nation. The Nigerian society exhibits several expressions of negative values, including but not limited to corruption, indiscipline, robbery, abduction, assassination, disregard for human lives and elders, as well as a lack of adherence to the rule of law and commitment to duty (Wahab (2011). According to the 2021 Corruption Perception Index Report published by Transparency International in 2022, Nigeria ranks as the 154th most corrupt country out of a total of 180 nations.

Corruption has been recognized as a significant hindrance to Nigeria's pursuit of the 2030 Agenda for Sustainable Development, specifically impeding its goal of uplifting over 100 million Nigerians from poverty over the next decade (FBS 2019). According to Egbetola (2016), it has been observed that Nigerians have shown a blatant disrespect for fundamental principles like as honesty, tolerance, equality, respect, self-control, responsibility, and social justice. The author further noted that Nigeria is now seeing a gradual deterioration in social, moral, and spiritual aspects. The country has been significantly impacted by materialism and corruption, resulting in a prevalent culture of violence, greed, brutality, and indifference towards human suffering (Dixit, 2004; Seshadin, 2004). The aforementioned factors ultimately contribute to moral decay and have significant repercussions for the progress of a country.

CONCEPTUAL FRAMEWORK ANALYSIS

Concept of Development

Misconceptions around the comprehension and pursuit of development have notably affected third world countries, including Nigeria. Samuel et al. (2014) propose that the notion of development in Third World Countries encompasses a complex and diverse undertaking that entails the reconstruction and advancement of a nation, as well as the improvement of the well-being of its populace. This entails the holistic growth and advancement of several sectors, including industry, agriculture, education, as well as social, religious, and cultural institutions. Adeowu (2016) posits that national development entails the collaborative endeavors of all members of a society and the acquisition of tangible and intangible assets, including physical resources, human capital, knowledge, and expertise. Samuel et al. (2014) argue that establishing a direct correlation between the existence of infrastructure and industry and the overall development of a nation is a complex task. The author argued that activities without the capacity to produce advantageous results in the lives of persons cannot be categorized as progress.

Hence, it is necessary to possess a full understanding of the notion of development in order to permit a comprehensive explanation of the importance of national development. Adeowu (2015) posits that the notion of progress is a complex and all-encompassing phenomenon, including substantial changes in societal frameworks, dominant mindsets, and governmental establishments. Moreover, development encompasses the expedited progression of economic expansion, the alleviation of disparities, and the eradication of extreme poverty. Based on the aforementioned explanation, it may be inferred that the central focus of development belongs to the phenomena of transformation. This transformation covers not only modifications in physical structures, such as replacement, addition, or enlargement, but also extends to incorporate changes in individuals' attitudes, beliefs, and cultural practices.

Samuel (2014) posits that growth covers several aspects, including the augmentation of skills and capacity, the acquisition of more freedom, the cultivation of heightened self-discipline and responsibility, and the enhancement of material well-being. Development may be seen as a process of transformation, when a whole system undergoes a shift from a widely acknowledged unsatisfactory state of existence to a state or condition of life that is perceived as materially and spiritually better. Development often include improvements in a wide array of indicators, such as, but not limited to, life expectancy and poverty rates, among several others. The main aim of national development is to augment the holistic welfare and quality of life of the populace.

Concept of Morality

Morality pertains to the inherent distinction between what is considered morally good and morally wrong. According to Adedigba et al. (2007), the phrase is often used to denote a framework of principles and discernment that is collectively embraced by cultural, religious, and philosophical ideologies and convictions. This framework allows individuals to subjectively assess the moral correctness or incorrectness of specific behaviors. Morality encompasses a collection of principles and values that facilitate harmonious coexistence among social collectives. It is often seen as the determining factor for what is considered "right" and socially acceptable. Occasionally, adhering to moral principles necessitates people to forgo their immediate self-interest in order to promote the welfare of society. The above discourse suggests that morality encompasses a collection of principles that serve as a framework for assessing the ethical nature of activities, hence shaping an individual's personal character, rational conduct, and decision-making. Moreover, morality aids individuals in justifying their choices, objectives, and behaviors throughout their lifespan. Morality refers to the process of distinguishing between right and incorrect intentions, judgments, and behaviors. Morality may be seen as a collection of principles that are drawn from a code of behavior associated with a certain philosophy, religion, or culture. Alternatively, it might be predicated upon an individual's adherence to a universally accepted norm. The term provided in this discourse is derived from a reputable source, namely Wikipedia.org (2021).

Frakena (1980), as cited by Adedigba et al. (2007), posited that the notion of morality can be comprehended from two distinct perspectives: descriptively, as a collection of behavioral norms established by a specific culture, and normatively, as a collection of behavioral norms that would be universally supported by all rational individuals under specific conditions. In the work of Adedigba (2007), an all-encompassing definition of morality was put out, which included its key attributes. Adedigba posits that morality may be conceptualized as a guiding principle for

action that is universally endorsed by rational beings with the aim of directing behavior. According to Hasall's (1999) scholarly work, morality may be seen as an informal public system that is universally applicable to people who possess reason. The framework in question functions as a means of control over actions that possess the capacity to affect others, with the overarching goal of mitigating or diminishing malevolence or harm.

However, when doing a critical analysis of the situation in Nigeria, it becomes evident that instead of promoting moral values, the opposite is true. The prevailing characteristics seen among a significant portion of the Nigerian population include a tendency towards self-centeredness, greed, corruption, and prioritization of personal interests above group interests. The prevailing phenomenon of our day is characterized by a pervasive decline in moral values. It may be inferred that the presence of many adverse consequences significantly hinders the progress of a country, so establishing a robust correlation between morality and national growth. According to Amaele et al. (2014), sustainable development cannot just rely on revenue, legislation, or advancements in science and technology. Instead, the authors assert that solid morality is the crucial factor that can be relied upon for achieving sustainable development. In a similar vein, Jhingan (2007) observed that in order for a nation to achieve development, it is imperative for its people to possess certain qualities and characteristics. These include efficiency, diligence, orderliness, punctuality, frugality, scrupulous honesty, rationality in decision-making and action, adaptability to change, attentiveness to emerging opportunities in a dynamic global landscape, energetic pursuit of entrepreneurial endeavors, integrity, self-reliance, cooperativeness, and a willingness to adopt a long-term perspective. It is evident that the establishment and sustainability of national development need a strong moral foundation. The aforementioned principles play a pivotal role in the presence of morality. Amaele, et al. contended that the presence of raw resources, science and technology, policies, and revenue alone cannot contribute to societal growth. They emphasized that peace, justice, equality, freedom, rule of law, responsibility, honesty, and other moral values are essential components for fostering progress within a society.

Manifestations of Moral Decadence in Nigeria

Morality is a crucial cornerstone inside the fabric of any societal structure. The development of any nation would face significant challenges in the absence of institutions and settings that are built around principles of integrity and ethical conduct. The following inquiries emerge: what are the mechanisms via which a nation might advance amongst the societal glorification of theft? What would be the potential consequences for the financial system if cyber fraud were to be seen as a justifiable form of retribution for the historical Trans-Atlantic slave trade? How can a nation progress based on the principle that no individual or group is exempt from scrutiny or criticism? Do you appropriate your own possessions, and do I appropriate my own possessions? What are the consequences of family institutions/marriages dissolving due to immoral behavior? Indeed, educational institutions are not exempt from this predicament.

The decline of the educational system is lamentable, as it has failed to fulfill its potential as a catalyst for change, empowerment, and intellectual development among young people. The media has emerged as a vehicle for instilling detrimental beliefs in the brains of the younger generation (Denen, 2020). Indeed, the basic level of education is not excluded from the scenario. Senior high schools represent a distinct phase within a nation's educational system, when many forms of immoral behavior are prevalent and likely to escalate (Charton & David, 1993; Britwumetal, 2020).

Supporting the aforementioned claim, Agykum and Gambrah (2011) expressed the view that students in the present context are increasingly engaging in various immoral behaviors, including but not limited to involvement in occult practices, consumption of explicit material, violation of school regulations, participation in riots, alcohol consumption, drug abuse, and similar activities. According to Becker, Englermans, and Thomas (1997), it is argued that rather than schools fostering individuals with academic accomplishments and spiritual aptitude, the opposite is true, which has significant consequences for both students and the country as a whole.

The moral ambivalence surrounding cyber fraud in Nigeria serves as a poignant narrative of a culture that has seen a decline in ethical values, necessitating immediate and focused intervention. Nigerian individuals engaged in lawful commercial activities have significant constraints when doing cross-border transactions on a global scale. Furthermore, it should be noted that cyber crime poses a significant obstacle to both foreign direct investment and national growth. Based on the 2016 study by the National Communication Commission (NCC), Nigeria

incurs a cyber crime cost equivalent to 0.08% of its Gross Domestic Product (GDP), amounting to around 127 billion Naira. A recent analysis indicates a substantial surge in these statistics for the year 2018.

Nepotism has been a prevalent issue within the Nigerian context. Nepotism refers to the phenomenon in which individuals in positions of power demonstrate preferential treatment towards their family members, friends, and acquaintances when distributing resources or assigning jobs. This practice shows a disrespect for merit and justice inside organizations, since it involves the replacement of capable individuals with incompetent ones solely based on their personal ties. The technique is generally known as the "man know man" approach. This immoral conduct serves as a deterrent to diligent effort, fosters hostility, perpetuates inefficiency, and engenders sentiments of exclusion. The recruitment procedure used for public officials has significant importance in establishing a culture of honesty within the civil service, while also guaranteeing that newly appointed individuals possess exceptional levels of professionalism and quality.

Based on the 2020 United Nations Report, it has been noted that there is a need for monitoring in the public sector recruitment process. The report reveals that approximately 32.57% of individuals who obtained employment in the public sector within the past three years acknowledged engaging in bribery. This percentage includes those who personally paid a bribe (16.4%) as well as those who utilized a household member to facilitate the bribe (16.1%). Notably, this figure represents more than double the proportion observed in 2016. It is evident that a significant proportion, around 50%, of individuals seeking employment in the public sector in Nigeria continue to be selected based on nepotistic practices, bribery, or a combination of both.

Nigeria is now grappling with significant social and criminal challenges, including the Boko Haram insurgency and conflicts between herders and farmers, among other issues. These circumstances have resulted in considerable hardship for the Nigerian population. According to Erinoshio (2008) as referenced by Denen (2020), Nigeria is now ranked at 157 among countries globally, placing it among the nations well recognized for their high levels of corruption. The speaker emphasized that Nigeria has developed a notorious reputation for engaging in many fraudulent tactics and vices.

The prevalence of fraudulent techniques in Nigeria is alarmingly high, leading to a state of confusion and helplessness among the population. When perusing the prominent articles of newspapers and magazines, as well as engaging with televised media, one encounters narratives about the many criminal activities in which Nigeria has been involved. The phenomenon of declining behavioral standards among Nigerians is well acknowledged on a global scale. According to Denen (2020), there has been a decline in the trust placed by nations like Britain and the United States of America in Nigeria. This lack of confidence was shown by the previous British Prime Minister, David Cameron, who referred to Nigeria as a "fantastically corrupt nation," resulting in a complete loss of faith.

Implications of Moral Decadence on National Development

The detrimental effects of moral degeneration on the progress of a country have been significant. According to Sofadekan (2016), Nigeria is classified as a developing country and has significant challenges in its pursuit of its objectives. The speaker emphasized that the presence of unethical social vices in Nigeria poses a significant obstacle to the country's growth and development. The phenomenon of moral degeneration might potentially lead to a decline in integrity within the international community. The participation of individuals from Nigeria in various sorts of unethical conduct has significantly tarnished the reputation of the Nigerian community inside the global arena. According to Ituma (2008), the perception of Nigeria in the global context has been severely damaged to the extent that Nigerians are often feared and seen as criminals, approached with caution similar to deadly snakes, and shunned like someone afflicted with leprosy.

Financial crimes have detrimental effects on both nations and people. According to Uko (2007), over 90 percent of funds embezzled from the public treasury are concealed in offshore private accounts. According to Dick et al. (2020), instances of looting have become a frequent occurrence in developing nations, including Nigeria. These funds ought to have been allocated towards the development of industries and the generation of employment opportunities for the growing population. However, the prevalence of unemployment has grown more common, resulting in widespread misery despite the abundance of resources. The phenomenon under consideration has a

twofold impact, characterized by the stimulation of the local economies of the individuals responsible for safeguarding the illicitly acquired assets, and the exacerbation of economic conditions inside the nations from whence the funds were unlawfully obtained. The outcome of this practice is the widening of the socioeconomic disparity, as shown in the context of Nigeria.

The presence of immorality hinders growth in many aspects of life, systems, and organizations. However, it becomes a cause for concern when a large population of young people is affected by unethical behaviors. According to Amaele (2014), violence serves as a significant catalyst for underdevelopment, since it not only results in the lack of protection for individuals and their belongings, but also paves the way for a state of lawlessness. The author noted that several firms relocated from the Niger Delta region in Nigeria, despite the presence of cost-effective oil resources. This decision was mostly influenced by the prevalence of violence, which included acts such as rape, looting, vandalism, assassinations, and kidnappings. Hence, it is evident that in a society without peace, justice, equality, freedom, rule of law, responsibility, honesty, and other essential values, the presence of raw materials, science and technology, policies, and revenue would not contribute to any meaningful progress. The domain in which these notions reside is morality.

According to Sofadekan (2016), it is said that several detrimental actions have an impact on the tourist industry, resulting in Nigeria losing potential cash that might have been generated from this sector. The Nigerian economy has seen significant deterioration due to the actions of several individuals engaging in fraudulent activities, including the unauthorized reproduction and distribution of artistic works within the film industry. The aforementioned phenomenon significantly hampers the progress of a nation's growth. According to the National Orientation Agency (2009) and Enu and Esu (2011), the phenomenon of moral degeneration has a direct and adverse influence on both the family unit and society as a whole. Consequently, young individuals exhibit a lack of dedication towards their fundamental obligations, resulting in subpar performance both in their responsibilities and academic pursuits.

Numerous Nigerian youngsters have been erroneously associated with adopting lifestyles that, at most, pose a threat to their current and future ambitions. Sofadekan (2016), emphasized that these lifestyles include behaviors such as smoking, drinking, promiscuity, and involvement in cults. It is said that these behaviors have significant consequences for young people, impeding their ability to actively participate in the progress of the country. The significance of moral principles in an individual's life is paramount for the cultivation of a virtuous existence. The escalation of violence, juvenile delinquency, and teenage pregnancy may be attributed directly to the absence of moral standards among pupils.

According to Adebayo (2016), corruption has a detrimental impact on the preservation of national security and governance. The presence of corruption among the police force hinders their ability to effectively combat the ongoing threat posed by the Boko Haram extremists. The presence of corruption in Nigeria significantly undermines the ability of the government and organizations to build and maintain effective administrative systems. The presence of widespread corruption within a government may significantly hinder the prospects of achieving sustainable national development. This is due to the inherent nature of corruption, which involves the misappropriation of public funds on a large scale, leading to a depletion of the national treasury. As a result, the attainment of long-term development goals becomes more difficult to realize. Ackerman (2001), argued that there exists a social landscape in which corruption manifests itself in the interactions between politics, economic growth, and national development.

Social Studies Education, Morality and National Development

A clear association may be shown between the domain of Social Studies education, moral principles, and the progress of a country. According to Adeowu (2016), social studies education may be defined as an educational approach aimed at instilling moral ideals that are essential for the advancement of society. He emphasized the need of internalizing certain concepts as a fundamental requirement for a country to achieve progress. The pedagogical direction provided in social studies educational environments seeks to cultivate children's capacity to engage in critical decision-making processes, equipping them with the necessary abilities to effectively address personal and collective challenges. Moreover, this educational approach aims to foster the development of young persons as responsible contributors to society, with the necessary skills and motivation to actively engage in the

advancement of their community. To successfully attain this purpose, it is essential that the instruction of social studies be conducted in an effective way. Therefore, it is important to critically examine the instructional methodologies used in the dissemination of these concepts in order to optimize the attainment of the goals pertaining to the respective field of study. The social studies curriculum for junior secondary schools comprises several domains that are intricately connected to the mitigation of moral degradation and the advancement of national development.

National economic life, Nation building in multi-cultural setting, Socialization
Social attitudes and development
Loyalty to the nation, Development, Conflict
Human resources and national development
National values (Honesty, Transparency, Punctuality Discipline, Justice, Fairness etc)
Ethnicity, class and social stability

In addition to the pedagogical approach and focal points, the themes covered in the curriculum may be considered adequate for addressing moral decline and facilitating national progress. Furthermore, it is worth considering the inclusion of subjects such as anti-corruption organizations, the promotion of national cohesion, the consequences of armed conflict, insurgency, and related themes. The implementation of instructional methodologies aimed at fostering an understanding of national development is a distinct consideration apart from the subject matter itself. Social studies teachers should examine the dimension of current society when choosing instructional techniques for their pupils. It is important to acknowledge that there exists a dearth of instructional methodologies that adequately cater to the socioeconomic inequalities present among pupils within the educational setting. To provide culturally responsive instruction, it is essential that Social Studies instructors maintain a comprehensive awareness of the cultural backgrounds of their students.

The elements that contribute to national development include teamwork, tolerance, self-direction, leadership abilities, unity, transparency, national ideals, and country building. These attitudes are developed via the process of being exposed to knowledge and engaging in learning activities. It is crucial to emphasize that the traditional method of using the chalk and talk methodology may not be totally adequate in cultivating the development of fundamental learning dispositions. According to Mohammed (2016), there exists a viewpoint that argues against the direct instruction of values and ethics to pupils, citing concerns about possible sensitivity and diverse responses within the student population. This perspective posits that the direct training of values and ethics may not provide significant attitudinal transformation, hence requiring the use of alternate pedagogical approaches and tactics. It is noteworthy that although the traditional technique may successfully impart knowledge to students on the significance of national development and other subjects pertaining to national values, there exists a want for additional practical and pragmatic pedagogical methods to cultivate the essential attitudes in students.

Various activity-based teaching methods are necessary to raise students' awareness of the concept of national development. These methods include dramatization, play-let, project-based learning, service learning, the discovery method, games and simulation, excursions and field trips, utilization of resource personnel, debates, group methods, and the discussion method, among others. Furthermore, it is possible to design specific group processes that are intended to facilitate behavior adjustment. The issue of students' concerns, reservations, and uncertainties about national growth may be effectively addressed via group discussions. It is important for those within the group, particularly educators, to demonstrate a genuine sense of care and empathy for individuals who have difficulties in translating theoretical knowledge into practical application within the conventional classroom setting.

The majority of the topics have the potential to be effectively taught via the use of the dramatic technique. One compelling rationale for incorporating drama into educational settings is its capacity to provide pupils a dynamic and thought-provoking environment that fosters critical thinking and moral deliberation. The observation has been made that theatre presents pupils with moral principles and ethical dilemmas. The inclusion of drama/play-let should be advocated due to its capacity to elicit emotional engagement from people. (Basourakos, 1999; Winston, 1999). In this context, students have the opportunity to establish a connection with the moral agents depicted in the play or tale, therefore internalizing the intricate substance of morally challenging situations that closely resemble those seen in real life. According to Wiston (1999), it is widely believed that dramatic narrations

possess a greater ability to enhance moral experiences compared to textual narrations. The teacher need to engage the students in the pre-performance discussion, since this encourages them to contemplate the moral difficulties faced by the characters. According to Bouchard (2002) and Day (2002), it is argued that students might enhance their ability to sympathize with characters in a play by actively participating in its performance. Indeed, in assuming the role of a moral actor within a particular environment, students have the opportunity to develop moral authority and acquire aptitudes for empathetic caregiving.

Service learning is an educational approach that facilitates student learning via active engagement in societal activities. According to Battistori (1997), the most effective approach to acquiring knowledge is via practical application. Service learning has many advantages, including the promotion of political involvement, the cultivation of critical thinking skills, the nurturing of compassion and empathy, and the development of respect for social diversity. Service learning encompasses a diverse array of activities, spanning from engaging in charitable car wash events, providing peer tutoring services, to assisting at soup kitchens or participating in roadside bush clearing initiatives. The role of the teacher is to facilitate the process of students identifying issues within their local community and to encourage the exploration of different ways for teaching problem-solving and communication skills in relation to these issues. Educators have to make concerted efforts to include service learning into their instructional methodologies, as it pertains to community service activities that are directly connected to the academic curriculum of the school.

The organization of a monthly group discussion is proposed to address certain essential topics pertaining to the reduction of moral decay among Nigerian youngsters, with the overarching objective of fostering national growth. In the context of a classroom setting, it is important to create an environment where students are given the opportunity to express their emotions. The role of the instructor involves moderating discussions, clarifying concerns and principles, and guiding the group's progress. It is important to acknowledge that the leader of the group is not required to push their emotions upon the pupils. According to Osokoya (2011), the primary objective of participants in the discussion technique is to engage in communication with one another. This approach offers learners the chance to absorb knowledge by actively listening and observing. The implementation of this approach fosters the cultivation of positive dispositions among students, including but not limited to collaboration, tolerance, self-direction, leadership abilities, self-reliance, courtesy, and discipline. These qualities are considered essential for the advancement of the country. Debates might also be structured to supplement these group discussion sessions.

The cultivation of social stability, development, transparency, hard effort, honesty, and discipline among students may be enhanced by the activities of instructors and the implementation of effective class organization methods. In the context of assigning students to project groups, it is important to make deliberate endeavors to include students from diverse regions of the community/state/country within each unit. In an academic setting, it is desirable to acknowledge and applaud comments that foster national unity, while also addressing and correcting viewpoints that may hinder national growth. The organization of national economic education should emphasize the interconnectedness of a nation's economic life and its resources and potentials. Assets such as natural oil and food supply have the potential to be evaluated and managed based on the benefits received from the emerging regional trade and exchange system. The primary focus is in the notion that theoretical ideas, when imparted to pupils, need to be connected to actual national circumstances and progress.

The topics of moral decay, collaboration, self-sufficiency, integrity, nationalism, patriotism, cooperation, and national progress revolve on individuals' attitudes. However, it is common for instructors, in their role as assessors, to evaluate students' understanding of these ideas primarily based on their ability to articulate or write down a large quantity of factual information during examinations. According to Ibukun (1997), there is a need for test questions to possess both validity and comprehensiveness. However, it is often seen that instructors tend to assess students' factual knowledge in social studies rather than evaluating the amount to which their attitudes towards topics such as national development have been favorably influenced. According to Awosolu (1994), it is essential to conduct observations of social studies students both inside and outside the classroom in order to document their behaviors that exemplify civic virtues such as compliance, collaboration, tolerance, honesty, devotion, and compassion. Based on the aforementioned information, it can be deduced that there is a need to modify the evaluation methods used in social studies classrooms. This entails moving away from the current reliance on recall-based assessments and instead including other strategies such as observation, checklist

utilization, interviews, anecdotal records, and inquiry-based assessments.

It is important to acknowledge that assessments that only focus on factual information and lower levels of cognitive domains may not be considered complete or reliable when evaluating students' understanding of social studies, morality, and national development. The social studies instructor should prioritize assessing the extent of collaboration, sympathy, and patriotism shown by their pupils, rather than focusing just on defining concepts such as hardworking, development, honesty, morality, cooperation, and patriotism, among others. Instead, individuals should prioritize their interest in factors that foster national cohesion and uphold essential ideals that contribute to the advancement and mobilization of the country. Furthermore, it is important to consider notions that might contribute to the improvement of mutual coexistence, as shown by inter-regional commerce, labor mobility, and the complementarity of natural resources, rather than only focusing on isolated facts pertaining to Nigeria's mineral wealth. The preceding discourse pertains to the assessment of pupils' attitudes.

According to Ibukun (1991), the development of attitude tests requires a considerable investment of time, dedication, and a certain degree of proficiency in test creation. It is important to emphasize that a conscientious social studies teacher who seeks to assess the level to which their students exhibit good citizenship and a willingness to contribute to national development, rather than mere memorization of facts, should dedicate time to crafting test items that gauge attitudes and demonstrate the application of knowledge.

The national education policy places focus on using education as a means to foster national development. The aims of social studies and the ensuing subject matter demonstrate the significance of social studies in promoting the progress of a country. It is imperative to emphasize that in order for social studies to make a substantial contribution to national development, there is a need to reconsider teaching methodologies and assessment processes. It is recommended to use a pedagogical strategy that prioritizes student-centeredness and inquiry-based learning. This approach should be supplemented with practical and activity-oriented approaches in order to effectively increase students' motivation and engagement. Additionally, this approach should aim to cultivate human values and promote a sense of connection with both personal and social concerns. The prioritization of assessing students' attitudes above their acquisition of academic information should be emphasized in evaluation methods within the field of social studies. It is imperative that social studies instructors possess a comprehensive understanding and be consistently updated on novel developing challenges, teaching methodologies, and strategies derived from recent research. This may assist educators in cultivating conceptual frameworks within the realm of instructing moral principles, values, leadership proficiencies, social organization, ethics, and interdependence, all of which are fundamental components for the advancement of a country.

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