

## Assessing the Influence of Social Studies Curriculum on Knowledge of Restiveness of Secondary School Students in Ogun State

<sup>1</sup>Anderson Paingha Sele & <sup>2</sup>Amos Adekunle Adediran

<sup>1</sup>Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria

<sup>2</sup>Social Studies Department, School of Arts & Social Sciences  
Federal College of Education, Abeokuta, Ogun State, Nigeria

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### Abstract

The study assessed the influence of social studies curriculum on knowledge of restiveness of secondary school students in Ogun State, Nigeria. The study adopted a descriptive survey research design where questionnaires were used to acquire necessary data for the research work. Population comprises of all secondary school students in Ogun State, Nigeria. A random sampling technique was used to select five (5) secondary schools in which twenty (20) students were randomly selected from each of the chosen school to make a total of one hundred (100) as sample for study. Two (2) research questions were raised and answered in this study. Reliability of the instrument was determined using Cronbach Alpha and data collected were analyzed using simple percentage, mean and standard deviation statistical tools. The research findings revealed that youth restiveness is a pervasive anti-social behaviour growing like wild fire in Nigeria, this anomaly correspondingly endangers the chances of achieving sustainable national development. Conversely, Social Studies purely revolve around effective citizenship. It is a subject that promotes civic competence by equipping the young people with the skills, knowledge, attitude and actions considered important in human relationship. It is highly recommended that creation of jobs and employment opportunities to our youth would also hinder them from all restive activities as joblessness makes them willing tools in any conflict and Social Studies should be made compulsory at every educational level since it is a subject that mould the youths into responsible citizens.

**Keywords:** *Influence, Social Studies Curriculum, Knowledge, Restiveness, Promote*

*Corresponding Author:* Anderson Paingha Sele

### **Background to the Study**

Nigeria is usually faced with the challenges of bringing up their young ones. This task of bringing up the young, making members of the society in terms of culture, and imbibing positive attitudes and behaviours normally begins at home and continues in the school. This situation is normally described as socialization (Ololube, 2011). When the processes of socialization break down, the result is not always favourable for social order, as the youths tend to deviate from the acceptable social norms and values and engage in anti-social behaviours. This is termed youth restiveness. Youth restiveness is the extreme form of deviant behaviour among youths which is socially unacceptable in any society [Igbo and Ikpa, 2013]. Restiveness, being an attribute of youthful exorbitance, is a global phenomenon that is challenging. It could also be a combination of any action that constitutes unwholesome, unacceptable activities engaged in, by the youths in any given community [Igbo and Ikpa, 2013]. Basically, the development of youths is meant to be one of the priorities of any country as they are being groomed to become leaders of tomorrow. The youths constitute a force, that if their energies are properly controlled, there will be vast progress and improvement. Nevertheless, when such energies are degenerated on actions that are unfavourable to national development, such a country will definitely experience multitudes of difficulties.

Youth restiveness has become a major problem in Nigeria. Its rapid increase has brought about a lot of distress in the country, such that it enhances terrorism and other unlawful crimes. Crimes such as hostage taking of citizens, proliferation of arms, insurgency and cultism have all had effect on the socio-economic development of the country. Youth restiveness is also seen as the unwillingness of the youths to be controlled because they are bored and unsatisfied with the status of things involving them specifically in the society to which they belong. It therefore portrays an unrest, which is marked by violence and disruption of lawful activities. However, to be restive means the inability to stay especially because one is bored or not satisfied with certain decisions, changes on existing laws considered to be unfavorable. Nevertheless, globally youth restiveness is not a recent phenomenon. Various forms of youth restiveness that are economically, politically, or religiously motivated have existed for a long time (Anasi, 2010).

Elegbeleye [2015], sees youth restiveness as a sustained protestation embarked upon to enforce desired outcome from a constituted authority by an organized body of youths. Youth restiveness involves the combination of actions, behaviours, attitudes exhibited by youths which are socially unacceptable and unwholesome in the society and it has been a device through which youths use to obtain what they want from the relative authority [Igbo and Ikpa, 2013]. On various cases unparalleled violence, the cases of kidnapping, abduction and cruel destruction of valued structures as well as lives and personal properties has occurred a lot. These are mostly the activities of youth that are publicly intolerable caused by imposed desired result from the established authority. It is commonly reported that poverty, unemployment and education amid others are accountable for this high level of insecurity decided by youth restiveness in the form of bombing mosques, churches, markets and killing of innocent people.

It is often said that an idle hand is the devil's workshop. Various studies have recognised factors guilty for youth restiveness. It therefore confirms the fact that youth who engage in nothing resort to vices that are capable of disturbing the social order of a well-organized society. Umina was cited by Eyo, Oko and Okon (2006), to have said “our society is flooded with unskilled jobless youths, educated unemployed restive youths, and poor unskilled jobless boys and girls who are menace in the society”. Abiogu (2008), observed that poor parental care, economic problems and family crises can induce youth restiveness, this is because deviant behaviour emanates from in-disciplinary acts of behaviour copied from peer groups. Most people believe that youths are responsible for their restiveness but they are forgetting the fact that certain situations contribute to these behaviours. A lot of factors have been identified such as lack of humanitarian and social welfare, unemployment, lack of good governance, corrupt practices of government officials, inadequate training programmes, lack of provision of employing establishments, inadequate recreational facilities, and lack of quality education.

The term youth depicts a specific stage in the development of human beings. According to Nwanna-Nzewunwa, Girigiri and Okoh (2007), youth can be seen as any person that is over twelve (12) years but not more than forty (40). Ndu (2000), and Yusuf (2001), describe youths as neither adolescents nor children characterized by excessive energy that needs to be exerted, which if not guarded is channeled into negative tendencies. Also, the African Union Commission (2006) describes “youth” or “young people” as “every person between the ages of 15 and 35 years”. They defined youth as any youngster between twenty and thirty years. The World Health Organization (WHO) viewed youth as anybody between the ages of 15 and 24. The Federal Republic of Nigeria (FRN) (2004) officially placed the age bracket of youths between 16–30 years. What this means is that youth can be found in the primary and secondary schools as well as tertiary institutions.

Education teaches or train people to be useful to themselves and the society they live. By this, they have to be productive and discover their creative abilities and use this to perform specific tasks to attain self-actualization. Hence, education ought to produce complete person. A curriculum embodies the intentions of education; it is the programme of education. A curriculum carries the beliefs, values, attitudes, skills, knowledge and all that education is about. One would wonder how especially formal education can take place without a curriculum. It is for this reason that curriculum scholars such as Print (1993) refer to the curriculum as the *raison d'etre* of education, the very substance of schooling. Social Studies could be seen as a programme of study in our schools which is used to inculcate in the learners the knowledge, skills, attitude and actions considered important in human relationship in the society.

The nature and objectives of Social Studies in Nigerian secondary schools emphasize students' familiarity with their physical and social environment; improved social relationships and interactions; skills and ability to think reflectively, critically, creatively and independently. All these objectives are required in life- problem solving. As a totality of man's experiences in the society and a problem – approach discipline, it becomes imperative to emphasize students' active participation in the learning process (Akintola, 2000). The basic education curriculum

in social studies, apart from taking into consideration societal needs, has incorporated many of the contemporary issues of local and global concern such as youth unemployment and youth restiveness, environmental issues, drug abuse, family life education, security, peace and conflict issues including other aspects societal issues.

Social Studies is society bound. This requires that, its curriculum reflects the problems, yearning and aspiration of a given society. It is observed that, the nature of the problems and aspiration of the society have always determined the nature of social studies curriculum and of course, determines the purpose which the curriculum is out to serve. Probably, that is why Awoyemi (2014), opined that when we plan a social studies curriculum for any society, it must take the problem of that society into consideration. He stated further that, Nigeria for instance, has her problems which are not necessarily identical with the problems of other societies. It is essential therefore, that the social studies curriculum of Nigeria should take into consideration the peculiar problems of Nigeria among which is the problem of insecurity which has become an issue of national concern irrespective of cultural background.

Social Studies, according to Adeyemi (2000), is “an integrated course which enables human beings to participate effectively and rationally in the affairs of their local, national and international communities in a manner that will make the overall global society a better place than they met it”. Social studies is an the integrated study of social sciences and humanities to promote civic competence and help young people to develop the ability to make informed and reasonable decisions as citizens of diverse, democratic society in an interdependent world in view of making it global community, (NCSS, 2012). In addition, Mezieobi (2010), is of the view that Social Studies have the capacity of projecting the spirit of national integration which is primarily for national development. Oyibe and Mbang (2013), stated that Social studies is the subject that equips the youths with skills necessary for solving personal and the societal related problems. This implies that the goal of Social Studies purely revolves around effective citizenship education, education for cultural integration, sustainable living and globalization.

Social Studies in its eclectic subject nature according Adediran (2021), will enable human beings to acquire knowledge, skills, attitudes, and actions to participate effectively and rationally in determining the structures and composition of their societies and the interaction between themselves and the world in which they live. Social Studies is all about an integrated field of study which focuses on man's interdependent relationship with his environment that equips man with reflective, intellectual, affective and social skills which enable man understand his world and its problems and how he rationally solve or cope with them for an effective living in the society (Mezieobi, Fubara and Mezieobi, 2008). Social Studies uses a horizontal or vertical and spiral approach format for the analysis of societal problems, starting from man as an individual, home (family), community, state, nation and international communities and the world at large.

What makes the youth so important is that they are described as a big reservoir of labour and the most vibrant age bracket in human population or the marrow of the human resource of any country (Girigiri, 2007). Whether as students or not, youths are always at the forefront in the

struggle against injustice, oppression, and exploitation. When the expectations of the youths are thwarted, delayed or denied, they have the tendency to be restive. Restiveness could be seen in someone who have excess expendable energy, zeal and drive to forge ahead. By their nature, youths are full of so much vitality, which make them restive. These energies when consciously and positively channeled received social acceptance in creative vendors like music and dancing, enrolment in the forces, gainful employment, engagement in economic activities, academic and community development activities, participation in competitive sports among others.

On the other hand, if these energies are not adequately and appropriately handled, the result is negative restiveness leading to anti-social activities such as hostage taking, kidnapping, cultism, rape, stealing, prostitution, demonstration, wanton destruction of lives and properties, rioting, etc. Negative restiveness is as a result of the prevailing conditions such as oppression, high handedness, unemployment, corruption, injustice, etc. Agina-Obu (2008), refers to restiveness' as a kind of human behaviour geared towards the realization of individuals or groups' needs. It emanates from individuals or group failures or inability to meet their needs through institutional provisions or arrangements that results in youth restiveness. Hence, the youths opt to take laws into their own hands.

The recognition of youths, who are the potential leaders of any given country in the world, ought to top the goals of any society and nation in general, because they constitute a formidable force if their energies are properly channeled, great societal impact will be seen. Anzene (2014) assert that man influences his environment with view of deriving maximum benefits from it, which has been equally described as a way of life as or touches on all spheres of human endeavors. When youths understand their environment, they will be able to solve the problems of survival in such a way as environment, and equally live comfortably there. The issue of social impact in minimizing youth restiveness requires an effective citizenship of the youths. This implies that youths must be built upon the foundation of honesty, hardworking, tolerance, sincerity, truthfulness, fairness, justice, cooperation and other values put together. Thus, this is to say that social impact fosters the many opportunities to minimize and inculcate such values and attitudes in the citizen (youths).

### **Objectives of the Study**

The main objective of this research work was to assess the influence of Social Studies curriculum on knowledge of restiveness of secondary school students in Ogun State. Specifically, the study is to:

1. Examine the influence of Social Studies curriculum to Nigerian Society.
2. Ascertain the causes of youth restiveness among secondary school students in Ogun State.
3. Suggest ways to improve youth restiveness among secondary school students in Ogun State

### **Research Questions**

1. What are the influences of social studies curriculum to Nigerian Society?
2. What is the negative impact of youth restiveness among secondary school students in Ogun State?

3. What are the ways to improve youth restiveness among secondary school students in Ogun State?

### Methodology

The study adopted a descriptive survey research design. Population comprises of all secondary school students in Ogun State, Nigeria. Arandom sampling technique was used to select five (5) secondary schools in which twenty (20) students were randomly selected from each of the chosen school to make a total of one hundred (100) as sample for study. A self-developed questionnaire was used as instrument for data collection. The questionnaire contained items the main title of study. The instrument was given to experts for construct and content validation. Reliability of the instrument was determined using Cronbach Alpha. Data collected were analyzed using simple percentage, mean and standard deviation statistical tools.

### Presentation of Data Analysis, Results and Discussion of Findings

**Research Question one:** What is the influence of Social Studies curriculum to Nigerian Society?

**Table 1.**

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Social Studies has its unique significance to national growth and development.	96.00	96.00	4.00	4.00	3.5	.78
2.	Social studies help to inculcate knowledge, skills, attitude and actions considered important in human relationship in the society.	52.00	52.00	48.00	48.00	3.4	.76
3.	It helps young people to develop the ability to make reasonable decisions as good citizens	84.00	84.00	16.00	16.00	3.7	.75
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.54 and STD = 0.78</b>					

Results in table 1 above show the question statement that to what are the influence of social studies curriculum to Nigerian Society. This findings indicate Social Studies has it's unique significance to national growth and development ( $\bar{x} = 3.5$ ,  $SD = 0.78$ ), Social studies help to inculcate knowledge, skills, attitude and actions considered important in human relationship in the society( $\bar{x} = 3.4$ ,  $SD = 0.76$ ) and social studies help young people to develop the ability to make reasonable decisions as good citizens ( $\bar{x} = 3.7$ ,  $SD = 0.75$ )This reveals that the mean and standard deviation of the items listed above is very high showing the influence of social studies curriculum to Nigerian Society. The result is in line with the findings of NCSS, (2012) who

says that Social studies is an the integrated study of social sciences and humanities to promote civic competence and help young people to develop the ability to make informed and reasonable decisions as citizens of diverse, democratic society in an interdependent world in view of making it global community. In addition, Mezieobi (2010), is of the view that Social Studies have the capacity of projecting the spirit of national integration which is primarily for national development.

**Research Question Two:** What are the negative impacts of youth restiveness among secondary school students in Ogun State?

**Table 2.**

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Youth restiveness enhances terrorism and other unlawful crimes in the society	64.00	64.00	36.00	36.00	3.7	.79
2.	Youth restiveness create tension in communities.	46.00	46.00	54.00	54.00	3.6	.78
3.	Youth restiveness leads to cultism, civic unrest/band wagon damage	50.00	50.00	50.00	50.00	3.4	.76
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.56 and STD = 0.78</b>					

Results in table 1 above show the question statement that what are the negative impact of youth restiveness among secondary school students in Ogun State? This findings indicate that youth restiveness enhances terrorism and other unlawful crimes in the society ( $\bar{x} = 3.7$ ,  $SD = 0.79$ ), youth restiveness create tension in communities ( $\bar{x} = 3.6$ ,  $SD = 0.78$ ), and youth restiveness leads to cultism, civic unrest/band wagon damage ( $\bar{x} = 3.4$ ,  $SD = 0.76$ ).This reveals that the mean and standard deviation of the items listed above is very high showing the negative impact of youth restiveness among secondary school students in Ogun State. Thus, the findings agreed with Adesope, Agumagu and Chiefson (2000), assert that youth restiveness disturbance in the region and its nature of exploitation has been at the expense of the indigenes and source of worry to the area and has resulted to restive activities. He identified social impact (retardation of national development, depreciation of natural services, civic unrest/bandwagon, damage/breeding of defective youths) among others create tension in communities. Such deviant norms seem to be on the increase in our society in recent years. These create serious panic and link to other communities.

**Research Question Three:** What are the ways to improve youth restiveness among secondary school students in Ogun State?

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**Table 3.**

S/N	ITEMS	YES		NO		Mean ( $\bar{x}$ )	S.D
		Freq (N)	Percent %	Freq (N)	Percent %		
1.	Social Studies should be made compulsory at every educational level to make them responsible citizens	96.00	96.00	4.00	4.00	3.5	.78
2.	Government ensuring that all the needful is been done and given to host communities.	52.00	52.00	48.00	48.00	3.4	.76
3.	Government should create enabling environment for transparent management of resources, educational and infrastructural development	84.00	84.00	16.00	16.00	3.7	.75
<b>Overall Total</b>		<b>Mean (<math>\bar{x}</math>) = 3.54 and STD = 0.78</b>					

Results in table 3 above show the question statement that to what are the ways to improve youth restiveness among secondary school students in Ogun State. This findings indicate Social Studies should be made compulsory at every educational level to make them responsible citizens ( $\bar{x} = 3.5$ ,  $SD = 0.78$ ), government ensuring that all the needful is been done and given to host communities ( $\bar{x} = 3.4$ ,  $SD = 0.76$ ) and government should create enabling environment for transparent management of resources, educational and infrastructural development ( $\bar{x} = 3.7$ ,  $SD = 0.75$ ) This reveals that the mean and standard deviation of the items listed above is very high showing the ways to improve youth restiveness among secondary school students in Ogun State. This support the view of Adegoke (2012), which says that governments at all levels (federal, state and local) should provide care and protection for all the young people, and that youths should acquire assertive skills. In the same vein, relevant information on the development of the communities in all aspect should be made known.

### Conclusions

Youth restiveness is a pervasive anti-social behaviour growing like wild fire in Nigeria, this anomaly correspondingly endangers the chances of achieving sustainable national development. Lack of humanitarian and social welfare, unemployment, lack of good governance, corrupt practices of government officials, lack of provision of employing establishments, lack of quality education, poverty has driven the youth into restiveness in Nigeria, and has degenerated to the extent that everybody is affected. Conversely, Social Studies purely revolve around effective citizenship. It is a subject that promotes civic competence by equipping the young people with the skills, knowledge, attitude and actions



considered important in human relationship. Social Studies equip the youths with skills necessary for solving personal and the societal related problems without resulting to violence. Therefore, Social Studies is capable of instilling morals, discipline, justice, love, the spirit of patriotism and tolerance in the youths if well taught in our schools and thus make them a responsible citizens and adults of the society.

### **Recommendations**

1. Creation of jobs and employment opportunities to our youth would also hinder them from all restive activities as joblessness makes them willing tools in any conflict.
2. Social Studies should be made compulsory at every educational level since it is a subject that moulds the youths into responsible citizens.
3. Youths should be fully involved in government blue-print/decision making process as they are the future leaders.
4. Poverty reduction programs should be targeted towards youth empowerment.
5. Dialogue between the youths and government should be initiated to create enabling environment for resolution of issues/crisis.
6. Government should pay more attention to the needs and demands of the youth by creating scholarships, entrepreneurship loans and even skill acquisition programs.
7. Youths should be enlightened about the damage restiveness brings to the society as this can help them avoid any form of restiveness.

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