

Correlational Study of Social Studies Education and Social Crime in Cross River State

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Abstract

This research work, which adopted a correlational design, sought to investigate the relationship between social studies education and social crime in Cross River State, Nigeria. A sample of 750 students across two higher institutions in Cross River State (University of Calabar and Cross River State College of Education) was purposively selected from social studies departments in both higher institutions for the study. A questionnaire titled “Social Studies Education, a Panacea to Social Crime Questionnaire (SSEPSCQ)” was used for the study. Pearson’s Product Moment Correlation Coefficient analysis was used to analyze the two hypotheses formulated for the study. The result indicated that a well implemented social studies education curriculum in Nigeria and Cross River would specifically, go a long way to curbing the menace of social crime in the nation and the state. Recommendations were made, among others, that government should ensure the promotion of human rights, peace and security, and definition of the federal character of the Nigeria state

Keywords: social studies, education, social crime, Cross River State.

Introduction

In the contemporary times, systemic research in science has preconditioned and made feasible the development of new technological innovations for use by ordinary citizens. This has had effects on the society and subsequently the crime rate and nature of crime in society. These technologies have not only touched a myriad of activities in the civil society, but have equally initiated a revolution of criminality. Going by history of events, since Nigeria sovereignty in 1960, there has never been a time when Nigeria is completely free from one criminal act or the other, so that the international community knows Nigerians for high criminal tendencies. There are also often cases of ethno-religious crises, political thuggery and general destruction of lives and properties.

These consistent cases of criminal tendencies in Nigeria have been on the increase, and are known to be motivated by high level of corruption, poor leadership, massive

unemployment, and abject poverty among citizens, quest for quick money, and quest for political power. Other factors include peer influence, and parents' failure in their ethical responsibilities. Worst of these is increase in human rights violation, and the failed nature of the justice machinery. Also, outside the above social crimes, the falling standard of the nation's value system has been attributed to lack of political will that could enforce legislations, greed, globalization, and mass media among others.

Any conscious effort directed at addressing the challenges of societal decay and social vices such as examination malpractice, cultism, sexual abuse/prostitution, indecent dressing, administrative corruption, armed robbery, cyber fraud, ritual killing, drug abuse and other vices is indeed a step in the right direction. These among others has led to the teaching of social studies education in schools and a need to strengthen the present curriculum by introducing in-depth learning experiences on values and ethics into the social studies curriculum.

Social studies is a multi-disciplinary subject area; it is all encompassing and all embracing. According to Osakwe (2008), social studies is an issue based discipline. However, man is the focus of social studies as it deals with man holistically. The National Policy on Education (2013), recognizes social studies to be core subject area, because of its multi-dimensional objectives and roles. Social studies education is the most appropriate and inclusive subject through which family and societal values can be stabilized. It stresses the acquisition of social values, attitudes, and interest, which are hallmark for proper personal social adjustment and a touch of all aspect of human life in the society.

The philosophy behind the introduction of social studies in the 1970s was mobilization of youths, students and learners for the purpose of helping them cultivate awareness and understanding that would transform them into good citizens with skills, attitudes, competence, moral values and sound judgement to effectively live, interact, interrelate and contribute positively to social, political and cultural development of the Nigerian society in which they live (Uko & Okeke, 2013).

Nigeria social studies curriculum emphasizes on the rights of citizens to practice their own religion, social and cultural beliefs limited only by regards for the right of others. Through social studies teaching or education, all citizens must endorse common values so as to maintain societal cohesion through commitment to human dignity and that include justice, equality of opportunity, freedom and due process in public affairs. Absence of these processes usually and easily results in all forms of crimes mentioned among others in this present study. Ezegbe (1988) in Uko and Okeke (2013), observed that both social studies education and citizenship education

are the only media through which Nigerian citizens could be helped to become good citizens capable and willing to contribute to the development of the society, rather than indulge in one form of societal crime or the other.

The unity of religious tolerance, inter-ethnic harmony, political and civic consciousness is one of the reasons behind the introduction of social studies into the school curriculum. The socio-political, socio-economic and socio-cultural values of the society as they affect and influence the citizens, are studied in social studies education. This course according to Ozumba and Eteng (2012), is aimed at achieving an orderly society, political development and stability through sensitization of the people and the need for good values and morals in order to become responsible people of the state. Social studies education identifies social problems, analyzes them and proffers solution to them.

The concept of social studies

Social studies is an integrative field of study which probes man's symbiotic relationships with his environment and endows man with reflective or contemplative capacities, intellectual, social and work skills, to enable him understand his world and its problems so as to rationally solve or cope with them for effective living in the society (Mezieobi, Fubara & Mezieobi, 2008). A closer look at the definition above reveals social studies to permeate all aspects of human endeavours. Good knowledge, proper understanding and adequate inculcation of the social studies contents will equip whosoever comes its way with all ideas, information and activities with which to contribute positively to the growth of the society. Therefore, it is right to say that, if all or much of the contents of social studies, as defined above, are applied accordingly, the issue of social crime that has been a challenge to our security in Cross River State in particular and Nigeria as a whole, will be put to rest.

The concept of crime

Oxford Advanced learner Dictionary (6th Edition), see crime as activities that involve breaking the law; an increase in violence. It is an illegal act or activity that can be punished by law. Crime is an act that is considered to be immoral or contrary to the ethical value of a given society. In the same vein, criminality is seen as the fact that people are being involved in crime or criminal act. Crime is not only a deviation from norms of schools, but also from the law of the larger society. Examples of deviant behaviours resulting in all forms of social vices include stealing, suicides, forgery, assault, fighting, fraud, abortion, arson, vandalism, examination malpractices, and many others (Asuquo, Owan, Inaja, Okon & Ogodu, 2010). Criminality is characterized by taking of goods and services from another by use of tricks or force (Montague, 2011). Criminality in primitive or old societies

includes actions like domestic stealing, pick pocket, communal clashes, mid-night robbery and other forms of criminality in the local settings. Technological advancement has created the spread of globalization tension, such as attacks, human trafficking and others using most technological weapons such as guns. These advanced crime ranges from high tech robbery, nuclear attacks to cyber war by fraudsters using web sites (Davies, 2003).

Different nations have adopted different strategies to check crime depending on their nature and dimension. Certainly, a nation with high incidence of crime cannot grow or develop. This is because crime generally is a direct enemy of development leaving negative social and economic consequences (Sylvester, 2001). In Nigeria, despite legislations, sensitizations, and the inculcation of moral values on citizens, from colonial days to contemporary society, crimes, especially new wave of criminality have become prevalent.

Research questions

Two research questions were asked to give direction to this study as follows:

1. How does the aim of social studies education curriculum relate to reduction of Social Crime in Cross River State
2. To what extent does the aim of social studies education curriculum related to reduction of campus secret cult activities in Cross River State.

Research hypotheses

Two research hypotheses was formulated and tested.

1. The aim of social studies education curriculum is not significantly related to reduction of Social Crime in Cross River State
2. There is no significant relationship between the aim of social studies education curriculum and reduction of campus secret cult activities in Cross River State.

Methodology

The study adopted a correlational research design. The population of the study comprise of 251 (50 from University of Calabar and 201 from College of Education, Akamkpa) undergraduate social studies education students in University of Calabar, Calabar and Cross River State College of Education in Calabar and Akamkpa, Cross River State. The sample of the study in made up of 750 students purposively selected from University of Calabar, Calabar and Cross River State College of Education, Akamkpa. The data in both variables were analyzed using the Pearson's Product Moment Correlation Coefficient (PPMC) analysis both at .05 significant level and 748 degree of freedom.

Presentation of results

Ho1: The aim of social studies education curriculum is not significantly related to reduction of social crime in Cross River State

Table 1: The PPMC analysis of the aim of social studies education curriculum and reduction of Social Crime in Cross River State

Variable	N	r-value	Sig.
Aim of social studies curriculum	750	0.45*	.000
Reduction of social crime	750		

*significant at .05 level, df=748 r-critical=0.167

The result of hypothesis as stated in Table 1 showed that the r-calculated of 0.45 is greater than the r-critical value of 0.167 tested at .05 significant level and 748 degree of freedom. Sequel to this result, the null hypothesis was rejected meaning the aim of social studies education as a panacea to social crime is the reduction of examination malpractice in our institutions of learning. This finding is in line with the central objectives of social studies spelt out by social studies association of Nigeria as reported by Bozimo and Ikechukwu (2009), among other things to include, giving the students a sense of purpose and direction for studies as well as to develop in the learners positive attitude to citizenship and desire to make positive personal contribution to the society and develop capacity to learn and acquire skills essential to the formulation of satisfactory professional life and further studies.

Ho2: There is no significant relationship between the aim of social studies education curriculum and reduction of campus secret cult activities in Cross River State

Table 2: The PPMC analysis of the aim of social studies education curriculum and reduction of campus secret cult activities in Cross River State

Variable	N	r-value	Sig.
Aim of social studies curriculum	750	0.55*	.000
Reduction in campus cultism	750		

*significant at .05 level, df=748 r-critical=0.167

The result of hypothesis two as stated in Table 2 showed that the r-calculated of 0.55 is greater than the r-critical value of 0.167 tested at .05 significant level and 748 degree of freedom. With this result in mind, the null hypothesis was rejected meaning that indeed the aim of social studies education as a panacea to social crime equally includes reduction in campus cult activities. The above result is equally in agreement with the central objectives of social studies spelt out by social studies association of Nigeria as reported by Bozimo and Ikechukwu (2009), by stating that the study of social studies could help learners in developing awareness and appreciation for interrelatedness of human knowledge and human life.

Conclusion

Education is the most powerful instrument in life, charged with the responsibility of sharpening and retooling all the other challenges of life. Across the globe, education still remains an issue of great concern because of the intellectual power it produces, which governs all the aspects of life and development. Given the above, how does education particularly social studies education become an agent of value and ethical re-orientation in Nigeria? When Nigeria has been brandished as a morally decayed and corrupt nation by the international community because of the preponderance of unethical practices.

The atmosphere of corruption which has been socialized in Nigeria and accepted as a way of life and means of survival has devastated the cherished value of our traditional family institutions. A lack of moral compass has enveloped the family and society at large, along with an increasing emphasis on materialistic goals. The family has failed in its socialization functions and effective parenting which should have aided significantly in weaning the youth from the menace of social vices and misdemeanor. Parents are currently embezzlers, murderers, cultist, dupers and plunders of our Nigerian society. Also to note is our weak democratic culture, institutional corruption, religious bigotry and receipt, coupled with emergence of several militant groups in Nigeria has resulted to the alarming rate of criminalities and insecurity in our country. The way forward being the inclusion of social study curriculum at all levels of education in Nigeria.

Recommendations

1. To reawaken national commitment and the determination to serve, government must do more in the provision of good and better services to the majority and act more aggressively in its fight against poverty, inequality and unemployment.
2. We need an ethical society where the family, society and state would apply ethical substance dialectically.
3. We need political will, political culture and economic stability.
4. We need a well-structured and well-funded educational system that will reflect the technological and social needs of our nation.
5. We need an accelerated development through diversification of our economy and not only centered in oil, political decentralization, economic planning, agricultural development, massive industrialization, entrepreneurial education and rural infrastructural development among others.
6. Budgetary allocation must be made to serve developmental purposes, and every financial appropriation be made to have impact on the overall development of the economy.

7. There is a need for an efficient and effective delivery of public services and accountable government.
8. Government should ensure the promotion of human right, peace and security.
9. Government should redefine the federal character of Nigeria state.
10. Finally we Nigerians need a strong arms and institutions of government that are honest, independent and with committed spirit to work without fear or favour of any person.

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