

**TEACHING VALUES FOR STEMMING CORRUPTION  
IN SOCIAL STUDIES CLASSROOM IN NIGERIA  
SECONDARY SCHOOLS**

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**Abstract**

*The study aimed at identifying the adequacy of value components of social studies curriculum instruction in stemming corruption in the Nigerian society through effective values inculcation in the learners in junior secondary schools in Nigeria. The population is made up of all the sandwich social studies teachers of the University of Port-Harcourt. A*

*sample of 150 final year students of the 2011 contact session of University of Port-Harcourt was used. There was no sampling because of the concise population of the respondents who are teachers from different states of Nigeria. Five research questions guided the study. The research questions were answered using frequencies and percentages. Results mainly showed that the value composition of the junior secondary schools social studies curriculum was inadequate and poor teaching strategies of lecture indoctrinating method was principally used in inculcating values. On this note, it was recommended among others that the value composition of the social studies curriculum should be consistently enriched. Social studies teachers should be professionally trained on value development process, in order to effectively use social studies instruction in inculcating positive attitudes as a check against endemic corruption in Nigeria. Conclusion was drawn based on crucial overview of emerging issues in the study.*

### **Introduction**

Corruption has become a household word or concept dangerously expressing itself in different social institutions in Nigeria. Corruption can be typologised into political, economic, social, moral and technological corruption. However, political and economic corruption tends to dominate the social climate of Nigeria. This is because leadership objective and focus is not dedicated to genuine service, uplifting the standard of living and welfare of the masses, instead they invest substantial effort on how to siphon the national treasury for their (leadership) self enrichment.

Osakwe (2010) perceives Nigeria as a failed state because of endemic corruption and inability to control poverty in the midst of abundant national resources. To him corruption has affected all the known social institutions in Nigeria. He remarked that the political actors are guilty of persistent looting of the national treasury, which has promoted mass poverty, misery, decay in the power sector, iron and steel industry amongst others. It is upheld in strong terms that corruption is the mother of all crimes (in Nigeria) and unless we are able to fight corruption....people complain of abject poverty, unemployment lack of security and water. They are the by-products of corruption and indiscipline in (Nigeria) (Akanbi in Balogun, 2012:30)

It is asserted that social studies curriculum content at all levels of our education experience encapsulates ethics, intrinsic and extrinsic moral values (Dania 2010 and Nwaubani, 2010). The social terrain in Nigeria is prominently shrouded with anti-social behaviour which is against the societal fundamental moral principles of sanity, justice, equity and good conducts for societal healthy co-existence. This calls for the inculcation of positive values for effective nation building in Nigeria through social studies instruction at the junior secondary school level. Ajayi (2001:153) reported that:

Transparency international and the World Bank have proclaimed Nigeria to be the most corrupt nation in the world. This assessment has serious implications for the country's drive for increasing foreign investment and socio-economic development. Besides, beyond the

immediate shores of Nigeria, Nigerians traveling abroad are stigmatized as dubious and fraudulent.

This devastating national image can be salvaged through equipping the learner with values, attitudes and skills for productive social living. In addition, the ethics and values to be inculcated in the learner through social studies instruction should be one that will encourage innovative spirit of discovery and the scientific inquiry mind to generate innovative creations in ideas and materials, towards contributing in improving the economy for the benefit of the generality of the masses.

Corruption is a social evil in Nigeria. It is an anti-social behaviour that works against the norms and authorized ethics and processes of gaining economic resources through appropriate legitimate means. Thus Ninsin (2000), Osoba (2000), Ake in Ajayi (2001) conceptualized corruption as a social problem which gives room for fraudulent selfish enrichment of individuals in public service or bureaucracies, which is detrimental to sustainable national development and political stability, because the masses do not gain meaningfully from democratic governance tainted with corruption.

Furthermore, Johnston (2008) defined corruption as the "AID of democracy" which relentlessly spread from one official to another official in public service, occasioning the collapse of the political system of a nation. While Adebayo (2000) tends to interpret the concept corruption from non material perspectives as nepotism and favouritism which

manifests in the civil service and we add in all social settings of man's institutional transactions and interaction. Put simply, corruption is endemic in political, social, economic, education, health, legal institutions and so on in Nigeria.

Values, generally perceived, mean those standards or principles which the society collectively holds as valuable and therefore be imbibed by its members (Nwaubani, 2010). Dincan (2009) visualizes values as things or actions worth doing, worth pursuing, worth realizing or can be refrained from being involved with. Values development in social studies education is focused on collective societal (national) or appreciable social attitudes, attributes, culture, activities and things worthy of transforming the individuals dispositions towards becoming functional citizens, for the progressive advancement of the society or nation in the political, economic, social and technological terrain. Values development in social studies education must be consistent with the socio-cultural, socio-economic and social political needs of the society or nation. For instance corruption is a negative social value unfit for economic, social and technological transformation of the Nigerian society.

Mezieobi and Danlad (2012) assert that meaningful social studies education programme must of essence be integrated with functional values education, otherwise the focus which is presumed affective oriented is watered down. Feelings generated from social studies content instruction are inspirational and has the capacity of channeling the learners attitudes towards applying desirable behaviour as against discreditable corrupt attitudes pervading the Nigerian society

both high and low in different man's institutional social intercourse arena.

Osakwe (2009) reflects that citizens should display commitment to dignifying values and moral principles, which he said are basic to maintenance of Nigerian constitutional democracy. Osakwe further asserted that social studies can be used in actualizing a Nigerian society where corruption is highly detested. This is feasible only when and where high level moral values, principles, ethics of social justice and equity guide the operational conduct and rationality reasoning of political leadership in all their activities of governance in Nigeria.

The acquisition of appropriate social values such as honesty, dedication to duty, hard work, justice among others, which are necessary (to control corruption) are inculcated through the teaching of social studies education (Ogheneako, 2010:183). Nti (2007) social studies programme stated the following values which are germane for national development, they are as follows: patriotism, loyalty to the nation, honesty, dedication to duty, justice amongst others. The inculcation of these values in social studies classroom, will groom Nigerians who love their country, to such degree that they are passionately committed to uplift the image and pride through honesty, and fair play, hard-work and genuine consideration for the welfare and well being of the other citizens in preference to indulging in self material acquisition syndrome that has trumped up corruption in Nigeria.

On the essence of teaching values in social studies classroom, Nwaubani (2010:96) said "(Values) will assist in

raising the moral principles, standards and conduct of the Nigerian (student in the) society, thereby producing citizens who will act as moral agents". Okobia in Mezieobi (2003) opined that social studies instruction is meaningful to the extent to which the learner internalizes values germane for social existence.

Okere (2005) is of the view that societal values which are culturally integrated facilitates the selection and organization of value content of social studies instruction. In other words, societal cherished values and emerging social trends practically influence the content of social studies curriculum. In addition, social studies is an eclectic discipline that can be effectively used in any nation to inculcate the right type of values to the citizens which will help in achieving quality democracy (Gele, 2010).

Okam in Mezieobi and Danlad (2012) observed that values are cognitively and affectively absorbed by the learner, when the social studies teacher sets the stage for the learners to explore values, this process according to him results in value development, he does not seem to believe that values are taught. Social studies teacher can facilitate the acquisition and development of values by providing multiple learning experiences and inquiry oriented project and assignments from which learners can develop value direction.

Some of the instructional strategies for enhancing value acquisition skills in students includes questioning, inquiry, problem solving and values clarification (Nwaubani, 2010). Mezieobi, Domike and Osakwe (2006) argued that didactic approach can be utilized in teaching values, on the conditions

that the teacher presents wide views, issues, activities for discussion, ample opportunity should be allowed the learners to exhaust their perception. In addition, upon their reaching of consensus after extensive value analysis, the teacher can then disclose his or her values preferences. The social studies teachers' value preferences should be subsumed or undisclosed in order to allow for democratic classroom participation to assess learners application of knowledge visa-a-vis their understanding of societal wider values, to avoid imposition of values which inhibits critical decision making in the learners, in the social studies classroom.

There is no better or best teaching strategy for the internalization of values. To achieve sustainable value teaching outcome in social studies classroom to stem the growing corruption inferno, Kenworthy (2007) said that the social studies classroom should be organized by the teacher in such a way that there "must be establish(ed) a climate of psychological safety in order to encourage openness and frankness" in corroboration, Adeyoyin (2004:46) noted that social studies classroom will encourage "...free discussion...mutual trust, respect, honesty and acceptance of individual feelings... (the social studies teacher)... must not be judgemental or dominate the class (instruction)".

Moral development internalization approach is pioneered by Kohlberg and Selman (2000), Gilberaith and Jones (2004). This approach encourages reasoning on higher set of values, in which students are involved substantially in discussions and debates in groups. Mallum in Mezieobi (2012) remarked that counselling assists children or learners identification of values



through self discovery process and it helps in reducing value confusion or clash. Value clarification approach is another strategy of value development and acquisition, the proponents of value clarification are Raths, Harmin and Simon cited in Nwaubani (2010). This approach open room for cross comparison of values between students and others, this approach creates intellectual opportunity for students rational appraisal of acceptable values for cognition. Mezieobi and Danlad (2012) observed that this approach can be reinforced through story telling techniques, dramatization method (role play), simulation method (simulation games), discussion method (small groups) out of class and school activities, including the use of resource persons.

For effective value education building in social studies classroom, Mezieobi (2003:31) stated:

The interactive process (in the development) of values in out of (social studies classroom) should be creative, challenging, learning environment devoid of teacher authoritarianism, teacher centric classrooms, students classroom democratic deprivation, intolerance, teacher value imposition, dogmatizing, rigidity or inflexibility, student response ridiculing, threats, non-support, indoctrination and teacher (reckless) critique of values expressed by students.

It is unfortunate that the value content of social studies has always been neglected (Dania, 2010). In line with the

preceding comment, Mezieobi and Danlad (2012:119) explained as follows: "...values are the least contemplated in terms of being given their desired attention (by social studies teachers)...(values) guide all actions and...decisions of man. To achieve the transformational role of inculcating acceptable desirable values and attitudes in the learner, functional social studies teachers who are imbued with the objectives, philosophies and pedagogy for effective implementation of social studies curriculum is paramount.

Mezieobi (2004), and Okam (2002, 2005 and 2007) have criticized on continuous basis the extensive use of social studies theoreticians who are not professionally familiar with the philosophy, methodologies, objectives and the integrated nature and dynamics of social studies instruction. This cadre of teachers delivers social studies contents as information facts, without adopting value human development oriented approaches, that will involve the learner in making decisions and reaching consensus to resolve value conflicts.

Lewis (2008) explained that corrupt leaders and followers emanate from the tutelage of the corrupt society, the leaders as products of corrupt society copy or establish corrupt institutions and the corrupt institutions amplify multiple of corrupt systems. This analysis illustrates the recycling circle of stinking corruption attributes in Nigeria, which is a pronounced obstacle that offers stiff opposition to viable social transformation agenda or a major set back to the inculcation of corruption ameliorative values through social studies instruction. Corrupt behaviour has become an endemic social attitude in Nigeria which irresistibly cannot be commonly

watered down unless there is aggressive value reorientation and exhibition of good leadership conduct in governance and followers resolve to uphold good moral values and discipline. Against this background, Ajayi (2001:153) mooted "corruption has attained the status of a pervasive and phenomenal social behaviour in Nigeria".

In spite of the establishment of anti-corruption agencies such as the Economic and Financial Crimes Commission (EFCC) and the Independent Corrupt Practices and other Related Offences Commission (ICPC), corrupt practices have continued to thrive and blossom at all tiers of government and institutional levels in Nigeria (Osakwe, 2010). To buttress the preceding information, Akanbi in Balogun (2012:30) expressed:

You find people who are supposed to fight corruption wanting to intervene on behalf of culprits, trying to plead with you and giving all sorts of excuses. You will be amazed at the level, even the law enforcement agents, trying to intervene on behalf of suspects. You need courage to resist them.

It has therefore become imperative to rescue the nation of Nigeria from imminent collapse from its strategic leadership position in Africa and the globe. Corruption orchestrates social injustice, economic marginalization, ineffective development in human and infrastructural facilities; it further accentuates various magnitudes of crimes, violence and retards progressive development. Social studies as a value laden course of

instruction has to uplift and integrate our national cultural values of honesty, justice, cooperation, accommodation, hard-work, dignity of labour, scientific skills and technology in the learner, as a measure of equipping them with desirable values and attitudes to stem the inferno of corruption which has tragically engulfed our social life in Nigeria.

Social studies teachers should be more pragmatic and radical in their teaching of the subject. Social studies educators should make their discipline more saleable and relevant (Osakwe, 2012:12). This is more so when social studies content of instruction is directed at contemporary emergent issues as corruption, which is yearning for enduring solution to stem the monstrous affliction on our nation. The teaching of values and its consequent internalization and application by the learner is a precursor for stemming corruption in the Nigerian society at present and future.

Social studies is primarily designed for national value reorientation and must be taught by professionals who are exposed in pedagogy and generate value integrated content for pragmatic human development. The ultimate developed personality becomes ambassador of good conduct, human relations purveyor, utilize the acquired potentials and skills for peaceful social living, accommodation germane for ethnic tolerance and unity in a culturally complex Nigerian society haunted by ethnic cleavages and religious divide sentiments. To achieve the noble objective of social studies in human development through value education, Okam (2012) admonished that only professionally trained teachers of social

studies education can achieve instructional effectiveness in the delivery of instruction.

### **Statement of the problem**

Corruption is an endemic social problem, so pervasive in nature that it has affected all known social institutions in Nigeria without exception. In addition, corruption breeds indisciplinary acts that affects dignity of labour, honest service, development and a potential source of threat to operational constitutional democracy in developing nations specifically.

Against this background, the implementation of social studies as a core subject laden with values in junior secondary schools is expected to assist the learner in values skills acquisition germane for stemming the incidences of corruption in the Nigeria society. The objective of study is to determine the extent values inculcated in social studies instruction are adequate in stemming corruption.

### **Research questions**

The following research questions guided the study.

1. To what extent is the social studies curriculum content adequate to inculcate values against corruption?
2. What are the benefits of inculcating positive national values in stemming corruption through social studies instruction?
3. What are the teaching strategies used in inculcating values against corruption?

4. What are the constraints against the use of social studies instruction in stemming corruption?
5. How can social studies instruction be improved towards inculcating values for stemming corruption?

#### **Research method**

A descriptive survey design was adopted for the study. The study was carried out in University of Port-Harcourt. The population of the study consisted of all sandwich students of social studies of the Department of Curriculum studies and Educational Technology, University of Port-Harcourt, Nigeria. A sample of 150 students of the 2011 final year contact session were used for the study. There was no sampling, because of the concise population of the respondents. The final year students were used because they are experienced social studies teachers from various states in Nigeria, whose input will be vital to the study.

The major instrument was a researchers' constructed questionnaire titled "Assessment of values components of social studies curriculum for stemming corruption". The instrument was validated by two experts in Social Science Education and two experts in research, Measurement and Evaluation of the University of Nigeria, Nsukka and Delta State University, Abraka respectively. Errors and ambiguities in the instrument were pinpointed for correction, which made the instrument appropriate for the study. A pilot test was carried out with 52 sandwich students of the University of Nigeria, Nsukka that were secluded from the area of study, after two weeks interval, the same test was re-administered on the

respondents (test-retest method). Pearson moment correlation was used to establish the reliability co-efficient of the instrument. A reliability index of 0.72 was obtained. The research instrument was administered directly by the researchers. This step helped prompt collection of the questionnaires on the spot. All the questionnaires were retrieved as respondents were attended to by four researchers. The five research questions that guided the study were answered using frequencies and percentages.

**Presentation of results**

**Table 1: Social studies curriculum content analysis of values adequacy.**

S/No	National junior secondary school curriculum content	Adequate	Inadequate	Decision
1	Meaning of social studies.	100 66.7%	50 - 33.3%	A
2	Social environment.	62 41.3%	88 - 58.7%	I
3	Cooperation and conflict.	101 67.3%	49 - 32.7%	A
4	Social institution.	30 - 20%	120 - 80%	I
5	Civic right and responsibilities.	127 84.7%	23 - 15.3%	A
6	Nigeria cultural patterns.	51 - 34%	99 - 66%	I

7	Historical origin.	29 19.3%	-	121 80.7%	-	I
8	Common heritage and national symbols.	98 65.3%	-	52 - 34.7%	-	A
9	Physical environment.	17 11.3%	-	135 88.7%	-	I
10	Leadership and followership.	102 68%	-	48 - 32%	-	A
11	Educational institution.	50 33.3%	-	100 66.7%	-	I
12	Development and growth.	96 - 64%	-	54 - 36%	-	A
13	Societal changes.	30 - 20%	-	120 - 80%	-	I
14	Science, technology and society.	100 66.7%	-	50 - 33.3%	-	A
15	National economic life.	97 64.7%	-	53 - 35.3%	-	A
16	Origin of man	10 - 7.7%	-	140 93.3%	-	I
17	Social environment.	50 33.3%	-	100 66.7%	-	I
18	Institutions.	55 36.7%	-	95 - 63.3%	-	I
19	Socialization.	125 83.3%	-	25 - 17.7%	-	A
20	Lack of cooperation.	110 73.3%	-	40 - 26.7%	-	A
21	The world and its	30 - 20%	-	120 - 80%	-	I



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	people.			
22	National economic life.	100 - 66.7%	50 - 33.3%	A
23	World Transport and communication	57 - 38%	93 - 62%	I
	Average percentage	47.2%	52.8%	

NB: A = Stands for adequacy

I = Stands for Inadequacy

Social studies curriculum content analysis in terms of values adequacy, shows that adequacy of content is 47.2% and inadequacy of content with values for stemming corruption recorded 52.8%. The result shows that social studies curriculum at the junior secondary school is value laden, but requires the integration of more values in some of the curriculum content as indicated in table 1.

**Table 2: Benefits of inculcation of national values toward corruption control**

S/No	Statement focus	Agree	Disagree	Decision
24	National consciousness values are inculcated.	100-66.7%	50-33.3%	A
25	Positive citizenship values are acquired.	120-80%	30-20%	A
26	Giving and receiving of bribe is conceptualized as a social evil.	98-65.3%	52-34.7%	A
27	Diversion of public funds for personal use is detested.	130-86.7%	20-13.3%	A
28	Spirit of honest hard work is inculcated.	99-66.7%	51-39.5%	A
29	Leadership insensitivity to masses need is encouraged.	210-6.7%	140-93.3%	D
30	To promote attitude for rigging election.	22-14.7%	128-85.3%	D
31	Corruption is against national development.	110-73.3%	40-26.7%	A
32	To promote fast acquisition of wealth.	26-17.3%	124-82.7%	D

4. What are the constraints against the use of social studies instruction in stemming corruption?
5. How can social studies instruction be improved towards inculcating values for stemming corruption?

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39	Role play.	22-14.7%	128-85.6%	D
40	Moral development approach.	15-10%	135-90%	D
41	Simulation technique.	27-18%	123-82%	D

Research result in table 3 revealed that lecture method or decried indoctrination was mainly used for teaching values in social studies classroom. Respondents disagreed that value clarification, discussion method, questioning technique, inquiry, role play, moral development approach and simulation technique are not significantly used in teaching or inculcation of values skills acquisition.

**Table 4: Constraints in the use of social studies instruction in stemming corruption**

S/No	Statement focus	Agree	Disagree	Decision
42	Pervasive corruption in the Nigerian society.	121-80.7%	29-19.3%	A
43	Parochial feeling is exalted against national interest.	129-86%	21-13%	A
44	Political actors at the corridors of governance are continuous corruption	138-92%	12-8%	A

45	Corruption has permeated Nigeria's social system.	145-96.7%	5-3.3%	A
46	The school system is free of corruption practices.	24-16%	126-84%	D
47	Diligence is not highly rewarded.	100-66.7%	50-33.3%	A
48	Poor values inculcation in social studies classroom.	66-44%	84-56%	D
49	Social studies texts are not constantly updated.	60-40%	90-60%	D

Information data in table 4, showed that respondents disagreed that the school system is not free of corruption, that poor values inculcation in social studies classroom and non updating of social studies texts is not an obstacle. Items 42 to 45 and 47 showed the obstacle against the use of social studies instruction in stemming poverty.

Table 5: Improving social studies instruction for corruption control

S/No	Statement focus	Agree	Disagree	Decision
50	Extension of social studies to the Nigerian public.	110-73.3%	40-26.7%	A
51	Enriching the 80-	69-42.7%		A

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	culprits.			
45	Corruption has permeated Nigeria's social system.	145-96.7%	5-3.3%	A
46	The school system is free of corruption practices.	24-16%	126-84%	D
47	Diligence is not highly rewarded.	100-66.7%	50-33.3%	A
48	Poor values inculcation in social studies classroom.	66-44%	84-56%	D
49	Social studies texts are not constantly updated.	60-40%	90-60%	D

Information data in table 4, showed that respondents disagreed that the school system is not free of corruption, that poor values inculcation in social studies classroom and non updating of social studies texts is not an obstacle. Items 42 to 45 and 47 showed the obstacle against the use of social studies instruction in stemming poverty.

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51	Enriching the	80-	69-42.7%	A

	curriculum with values content.	57.3%		
52	Adequate training of social studies teachers.	90-60%	60-40%	A
53	Social studies should equip learners with life sustaining skills.	110-73.3%	40-26.7%	A
54	Active involvement of learners in values development.	120-80%	30-20%	A

Data information in Table 5 indicate that respondents accept that item 50 to 54 as measures of improving social studies instruction in order to control corruption in Nigeria. They are extending value social studies content to the Nigerian public, value enrichment of the social studies curriculum in junior secondary schools, quality teacher training, equip learners with life sustaining skills and their active involvement in values development or acquisition process.

#### Discussion of findings

It was found that the value component of the social studies curriculum in junior secondary school was inadequate. This is in line with the postulation of Dania (2010), Mezicobi and Danlad (2012) who remarked that values are least emphasized in the implementation of social studies curriculum.

Social studies has been found to be relevant in inculcating values that are germane in stemming corruption in Nigeria, this in consonance with the postulation of Nti (2007),

Ogeneakoke (2010), Mezieobi and Danlad (2012) who conceptualized values as the essential attributes of social studies education. Osakwe (2012) talks of pragmatic ways of implementing social studies to the relevant contemporary needs of the society.

Lecture method was found to be the dominant means of inculcating values in social studies classroom. This supports Mezieobi (2003), and Okam (2012) who persistently called for sound training of social studies teachers professionally for effective implementation of the social studies curriculum.

The constraints in the effective use of social studies instruction in stemming corruption is societal. The pervasive endemic corrupt nature of the Nigerian society was relayed by Lewis (2008), Osakwe (2009) Akanbi in Balogun (2012) among others. The study established that the inculcation of values in social studies can be improved through effective implementation of the social studies curriculum. This is in cognizance with Okam (2012), Gele (2010) and Nwaubani (2010) who reiterated the value laden nature of social studies. However, Osakwe (2009), (2010) and Akanbi in Balogun (2012) are concerned and worried about the status of corruption in Nigeria, Osakwe believes that social studies can do something salvaging in the prevailing circumstance in Nigeria.

### **Conclusion**

Corruption has been perceived as a pervasive social phenomenon inherent in all social institutions in Nigeria. The inculcation of national values through social studies instruction will go a long way in stemming the rate of corruption as the



young learners acquired acceptable moral principles, ethics and good conducts germane for establishing a fair political society. In view of the germinating types of corruption in Nigeria, the value content of social studies has to be continuously enriched and teachers have to adopt appropriate strategies for inculcating values in the learner rather than rely dependently on the indoctrinating lecture method. The stance of social studies in stemming corruption in Nigeria poses a great challenge as all social institutions and political actors are infested with corruption. However, social studies stake holders are admonished to extend social studies to the Nigerian public for their cognition and it was remarked that professionally trained social studies teachers are deemed suitable to achieve instructional effectiveness in teaching social studies with the fundamental objectives of building a moral sound society through encouraging appropriate value development process building in the classroom and beyond.

#### **Recommendations**

On the basis of the findings made from this study, the following recommendations are made:

- The junior secondary social studies curriculum should be continuously enriched with adequate transformative contemporary social values. This could be achieved through content review of social studies curriculum to effectively accommodate contemporary societal issues as stemming corruption in the society.
- Social studies teachers have to be professionally trained adequately on instructional strategies of achieving prominent effectiveness in value building process. To

achieve this, there is need to for the government and the school authorities to regularly organize seminars and workshops where the social studies teachers could be properly enlightened on social studies teaching methodologies.

- Learners are to be actively involved in value development or building in order to internalize values against corruption. This can be achieved through concretizing learning. That is, encouraging learners to be involved in knowledge generation through engaging the learners in project method, field trips, inquiry method, the learners could even be encourage to report corrupt activities in their communities.
- Political actors in governance at various levels should shun corruption and exhibit excellent behaviour and conducts worthy of emulation. Moreover, the campaign against corruption should earnestly start from leadership transparency in the discharge of public responsibilities.
- Social studies programme should be extended to senior secondary school level because of its pragmatic importance in values education building, and its consequent capability of challenging the potentials of the youth for gainful national development with a view to realizing someday a corrupt contaminated free Nigerian society.

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