

Tooling Social Studies Curricula In Nigerian Universities Towards Grooming Effective Leadership For Sustainable Nation Building

**MEZIEOBI, DANIEL IBEAWUCHI¹, ONELE, VICTOR AFAMUEFUNA², EZE,
ANASTASIA UKAMAKA³, UGWU, PATIENCE NDIDI⁴, AROH, PATRICIA
NWAMAKA⁵, MORAH, JOSEPHINE NGOZI⁶, AHAOTU, GODWIN NDUBUISI⁷,
OJOBO, HELEN IGBEGO⁸, ONYEANUSI, OBIAGELI CALISTER⁹, EZE, KENNETH
OKECHUKWU¹⁰**

¹PH.D. DEPARTMENT OF SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA,
NSUKKA

²DEPARTMENT OF SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA,
NSUKKA CORRESPONDING AUTHOR

³DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, GODFREY OKOYE
UNIVERSITY, ENUGU, NIGERIA

⁴DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, GODFREY OKOYE
UNIVERSITY, ENUGU, NIGERIA

⁵DEPARTMENT OF SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA,
NSUKKA

⁶DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION, CHUKWUEMEKA
ODUMEGWU OJUKWU UNIVERSITY, IGBARIAM CAMPUS, ANAMBRA STATE,
NIGERIA

⁷ACADEMIC PLANNING UNIT, FEDERAL UNIVERSITY, WUKARU, TARABA STATE,
NIGERIA

⁸DEPARTMENT OF SOCIAL STUDIES, COLLEGE OF EDUCATION, OJU, BENUE
STATE, NIGERIA

⁹DEPARTMENT OF SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA,
NSUKKA

¹⁰DEPARTMENT OF SOCIAL SCIENCE EDUCATION, UNIVERSITY OF NIGERIA,
NSUKKA

ABSTRACT

This study is a descriptive research survey which sought to determine the extent social studies curricula of Nigerian Universities are equipped with good governance leadership orientation for achieving effective nation building. Five research questions were formulated to guide the study. The population of the study was 324 students of University of Nigeria, Nsukka in the 2017/2018 session offering social studies. There was no sampling as the manageable population was entirely used for the study. The researchers constructed questionnaire was administered on the respondents, after experts validation and a satisfactory reliability co-efficient value of 0.77 was obtained. The data collected were analyzed using mean to answer the research questions. The findings were that to a high extent social studies curricula of Nigerian are not integrated with enough courses to inculcate leadership qualities for good governance directed at achieving effective nation building in Nigeria. The study exposed leadership qualities needed to be incorporated into social studies curricula. It revealed the challenges of improving social studies curricula as follows: slow revision of curricula, non integration of emerging issues, Government non aggressive support of curriculum revision, and that ICT and community resources are less adequately used in teaching social studies. The study further showed how obstacles confronting social studies curricula revision can be addressed and the gains of reformed social studies curricula. The study majorly recommended the introduction of more courses on good leadership governance among others. Based on the findings of the study, conclusion and relevant recommendations were further made.

Keywords: Social studies curricula, Nigerian universities, effective leadership, sustainable nation building.

INTRODUCTION

Leadership for good governance not tainted with parochial ethnic inclination, corruption, covetousness amongst others has been a major task to be fully realized in Nigeria. Nation building in Nigeria since after independence till date seems not to have been driven by leadership who are detribalized, visionary and equipped with the zeal to achieve common public good for the generality of Nigerians. Against this background, Oritsejafor (2014:30) quipped "... our challenge (for nation building and grooming of potentials for effective leadership governance to

fortify sustainable nation building efforts) lies (in) the lack of one unified and untainted nationalism as truly envisioned by Great Zik of Africa”.

Mezieobi, Mezieobi, Ediyang and Nwanekezi (2015) are alarmed at the gross human rights violations in (Nigeria) democratic political system as a result of insensitivity of governance, including the flagrant use of political power without humility, negation of due process and humanitarian laws in transactions with members of the (Nigerian) society, public officials and political gladiators, calls for concern in exposing (leadership for good governance) education through social studies instruction. The extent to which good governance leadership ideals for nation building are inculcated by social studies curricula of Nigerian universities is the burden and concern which this research effort intends to investigate.

The height that a nation attains (in nation building) is a function of leadership. The building of a nation requires selflessness of exemplary men and women (leaders) which must be sustained by institutional promotions anchored on good governance manifested in socio-economic and political advancement (Ahaotu, 2016:121). It is implied that good leadership must be sustained by evident transformation in the political, economic and social sectors of a nation, aimed at improving quality life of the citizenry, these include provision of social infrastructure, security, democratic stability, stabilization of the economy, creation of employment, maintenance of affordable health care institutions amongst others. In addition, all public, private and traditional institutions have to embrace, inculcate and extend values of peace, justice, non-corruption, transparency in order to actualize good governance in Nigeria’s state.

Gambari (2008) noted that overcoming leadership challenges against nation building in Nigeria requires in-depth leadership understanding of the peculiar socio-political and socio-economic environment challenges of the nation, proper selection of accountable leadership that will solve national challenging problems to the gains of the masses and repositioning the political and developmental institutions to be selflessly committed in achieving the will and aspirations of the masses through sustainable collective efforts. Good governance ought to be guided by leadership provision of appreciable social change infrastructures in line with masses aspirations and needs.

Anwukah (2005) averred that a functional social studies curriculum ought to be responsive to continuous changes, needs and aspirations of the members of the society and Nigerian state by extension. The non renewal of the content of social studies curricula of Nigerian universities for more than three decades may lower the content quality of education for grooming qualitative leaders for sustainable nation building, this is because the curricula are not incorporating and integrating emerging socio-political, socio-economic and socio-technological events that are germane for effective leadership governance. In corroboration, Mezieobi and Mezieobi (2012:13) said “irrespective of the introduction and existence of formal social studies education on a national scale in Nigeria for the past twenty – nine years, all is not well with the operationalization of the curriculum of social studies”.

The essence of social studies education in Nigerian universities is to project eclectic knowledge suitable for addressing the problem of (leadership and good governance) of man in a

fast changing transforming globe (Mezieobi, Ogaugwu, Ossai & Young, 2013). The Nigerian universities social studies curricula is expected to adapt content to address contemporary challenges of leadership and good governance towards fostering effective nation building.

Anwukah (2000) said that qualitative content of (social studies) education is provided when a curriculum is open to accommodate innovative ideas and adapt to new situations. A moribund social studies curriculum is bereft of inculcating qualitative social skills for leadership training, because it does not project current issues, events and challenges of the society. Retooling the social studies curricula in Nigerian universities in the context of this paper, is a process of reinvigorating, renewing or revision of the entire curricula with a caveat of producing graduates with good governance leadership skills for attaining pragmatic nation building.

Imogie (2011) emphasized that (social studies) education is a basic force for the political transformation of the (Nigerian) society. Paulley (2011) confirmed that social studies is capable of inculcating democratic values in the youth national consciousness, sense of responsibility among others as necessary ingredients for effective nation building. The recipient graduates may stabilize the growth and development of democracy in Nigeria. Cornelius and Ndifon (2005:14) asserted "... if a (social studies) curriculum (in Nigerian universities) is not effectively implemented, it will be of no use, (in leadership training), no matter how planned". The blending of facts, information and technology towards inculcating skills for effective leadership orientation directed at nation building depends on the resourcefulness of lecturers to articulate contemporary innovative ideas, democratic principles, acceptable political behaviour and leadership qualities.

Nwaubani (2010) affirmed that social studies is equipped with values, contents and objectives directed at promoting peace education, peace education facilitates good governance and nation building in a polity. In addition, social studies education can help in achieving national development through its peculiar way of equipping learners with the skills and attitudes necessary for responsible democratic (leadership governance) and effective citizenship (Ogoh & Udonti, 2013:93).

National council for the social studies (2000:27) reveal that social studies "helps learners to analyse and explain governmental mechanism (and quality of good democratic governance) mechanism (and quality of good democratic governance) to meet the needs and aspirations of citizens" (towards nation building). Bozimo and Ikwumelu (2012) observed that the problem-solving nature of social studies makes it apt to inculcate governmental policies (and good governance democratic) needs.

Kayode (2012) conceptualized good governance as transparent political leadership with visionary articulate political, economic and social programmes to improve the welfare of citizens. This must be executed without bias to ethnic sentiments, feelings and religious alliances. Achieving national cohesive existence, peace, security and stability should be the focus of democratic governance. Akpochafo (2010) conceptualized good governance as credible political leadership management of state affairs for general public good. Jega (2007:158) defines good governance as "responsibility and responsiveness of public officials – both elected and

appointed or the governors to the electorate the governed, as well as acting in accordance with their dictates”. Good governance is a component of democratic leadership focused at masses economic, technological, political and social elevation. Good governance correspondingly ushers peace, loyalty, harmonious co-existence, economic leverage and political stability in a nation state.

The quest to develop leadership potentials for effective governance in Nigeria through social studies education curricula reforms in Nigerian universities, inspired Bozimo and Ikwumelu (2012:298) who affirmed “... there is need for attitudinal transformation and reorientation (of the youth and the large segments of Nigeria society towards imbibing leadership skills for good governance) – which could be effected through social studies education”, organized content directed and focused at leadership and good governance. Democratic stability and (good) governance is achievable in a polity through the acquisition of democratic values for democratic (good governance) sustainability through intense political socialization of the youth who are the present and future managers of (Nigeria’s) state affairs (Mezieobi, 2008). This study will reveal the extent leadership for good governance is projected by Nigerian universities social studies curricula.

Jacobs (2008) perceives democratic operations in Nigeria as ineffective and deceptive, because the scenario is plagued with massive election rigging, thuggery, insecurity, bribery and leadership corruption, which severely whittles down good governance and sincere input of the masses in public policies formulation and decision making. He rather sues for a healthy political environment, which caters updating masses economic welfare and the non relegation of rule of law and fundamental human rights are imperative. These remarks calls for urgent steps to reposition the machinery of leadership at all levels in Nigeria towards good democratic governance, which results in patriotism and total loyalty of the masses to public directives. Nigeria requires transformational leadership with unified visionary ideas, programmes and actions directed at achieving credible nation building. Avolio and Bas (2002) acclaim that transformational leadership attracts citizens undivided loyalty, trust, confidence in leadership and willingness to cooperate to enhance leadership revolutionary programmes and public policies with great enthusiasm.

Nwagwu (2010) argues that the intervention of god fatherism in Nigeria leadership style and activities “have made nonsense of the leadership values of responsibility and accountability”. Good governance is directed at masses welfare and not the projection of the ideals and interest of the selected privileged few Nigerians. Citizens of a nation are expected in a democratic process to make huge impact in decision making. Okechukwu (2008) revealed that 1999, 2005 and 2007 abysmal conduct of general elections in Nigeria depicts that Nigeria is in dire need of good governance to enthrone political stability.

Leadership effectiveness in nation building is a collaborative venture of leadership and populace (citizens) integrated involvement to achieve set national goals directed at nation building. Hence this study would be supported by system theory propounded by Ludwig Von Bertalanffy in 1954 and social learning theory propounded by Albert Bandura in 1977.

Zelvys (2004) posits that a functional whole is achieved through interrelationships and interdependence of parts (other segments of the society). The system theory deliberates on integration of society's different functional parts to achieve a whole (set objectives and nation building) through interaction and interdependence. Leadership training emphasized in social studies curricula and other segments of the society input will make effective leadership geared at realistic nation building. What is learnt in school is released for the consumption of the society. The universities ought to devise strategies for effective teaching of social studies.

Bandura's social learning theory posits that learning is a cognitive process that is environmentally influenced. Students learn from exposed experiences, before they can replicate same. Against this background, the social studies curricula of Nigerian universities ought to be equipped sufficiently with leadership training skills and effectively implemented through articulate teaching, publications, exposure to field research amongst others. Olowuo and Nwabueze (2016:32) said "... Bandura's social learning posits that people learn from one another, via observation, imitation, and modeling". Nigerian social studies graduates are expected to translate leadership quality for good governance exposed in social studies instruction for the benefit of democratic experience in Nigeria.

Statement of the Problem

Democratic practices in Nigeria is frustrated by leadership ineptitude, corruption, ethnicity, abuse of due process, insecurity, election doctoring, unfair allocation of resources, subjugation of the fundamental human rights of the citizenry amongst others. Against this background, it is imperative that good leadership governance reorientation is ideal for reinvigorating true democratic operation in Nigeria.

Social studies as a reformatory course of instruction in Nigerian universities is expected to inject good leadership governance potentials in the recipients, in order to produce effective leaders for sustainable nation building attainment. It is therefore the burden of this research effort to determine the extent democratic leadership orientation, for good governance are exposed by social studies curricula in Nigerian universities.

Research Questions

The following research questions are posed to guide the study:

1. To what extent does the social studies curricula content of Nigerian universities reflect leadership training orientation for good governance?
2. What are the democratic leadership qualities needed to be incorporated into social studies curricula of Nigerian universities.
3. What are the challenges of retooling or improving social studies curricula of Nigerian universities?
4. How extent can the challenges confronting reformation of social studies curricula of Nigerian universities be addressed?

5. What are the gains of reformed social studies curricula towards inculcating effective leadership orientation for nation building?

Research Method

The study adopted descriptive survey research design. The survey design is considered most suitable for the study because it is versatile and practical. It permits the collection of original data from the respondents themselves, describes the present conditions as they exist in their school settings and allows only a representative of the population to be sampled (Nwosu, 2008). The study was conducted in University of Nigeria, Nsukka. The target population of the study were 100 to 400 level students of Department of Social Science Education offering social studies in the 2017/2018 session. The choice of this department was that social studies education programme is domiciled in the department. The population of the study comprised all social studies students. There are 234 social studies students offering social studies (Source: Department of Social Science Education, UNN, 2018).

The instrument for data collection was a questionnaire titled “social studies students assessment of the content of leadership orientation for good governance integrated into social studies curricula of Nigerian universities”. The instrument was constructed by the researchers. The instrument has five clusters. The instrument adopts the four likert moderated rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) for clusters 2, 3 and 5, while research question 1 and 4 will be rated as Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE).

The instrument was subjected to face validation by two experts in the Department of Social Science Education and one expert in measurement and Evaluation, all from the Faculty of Education, University of Nigeria, Nsukka. Experts moderation comments, corrections and suggestions guided the final production of the operational instrument. To establish the reliability of the instrument, 50 students offering social studies in Abia state university were exposed to the instrument. The instrument was readministered after four weeks, a reliability co-efficient value of 0.77 was obtained. The students used were outside the study area but share similar educational characteristics.

The instrument was administered directly by the researchers, which resulted in prompt collection of respondents responses on the spot. Mean score was used in analyzing obtained data. A mean score of $0.50 - 1.49 = \text{SD or VLE}$, $1.50 - 2.49 = \text{D or LE}$, $2.50 - 3.49 = \text{A or HE}$, while $3.50 - 4.00 = \text{SA or VHE}$.

Presentation of Results

The results of the study are presented in line with the research questions that guided the study.

Table 1 showing the extent social studies curricula of Nigerian universities reflect leadership training orientation for good governance

S/N	Item	\bar{IX}	Decision
SS 100	Element of social studies	1.29	VLE
SS 101	Structure characteristic of man's place	1.6	LE
SS 102	Introduction to social life and culture	1.86	LE
SS 103	Introduction to social studies education and nation building	4.07	VHE
SS 104	Family as the basic structure of the society	1.75	LE
SS 106	Introduction to Nigerian cultural environment	1.6	LE
SS 112	Community life and development	2.66	HE
SS 201	Study of matters in space	1.85	LE
SS 202	Social interaction in Nigeria	2.06	LE
SS 203	Social studies education and patterns of nation building	3.52	VHE
SS 204	Nigeria socio-political institution	1.88	LE
SS 205	Socio-economic structure of Nigeria	1.85	LE
SS 206	Culture and social stability	2.01	LE
SS 301	Study of events in space	1.67	LE
SS 302	Nationalism and Patriotism	2.08	LE
SS 303	Social studies education and theories of nation building	3.51	VHE
SS 305	Finance and financial institutions	1.89	LE
SS 306	Nigeria cultural patters and historical origin	2.28	LE
SS 304	Politics, power and government in Nigeria	2.89	HE
SS 313	Community life and development	1.53	LE
SS 401	Study of ideas in space	1.52	LE
SS 403	Social studies education, problems and prospects nation building	3.1	VHE
SS 411	Contemporary world issues	1.9	LE
SS 421	Africa and developing nations	2.1	LE
SS 431	Contemporary issues in Social Studies Education	1.68	LE

Obtained data shows that leadership training is not broadly integrated in social studies curricula of Nigerian universities. However courses as SS 103, SS 203, SS 303, SS 304 and SS 403 indicated high response in inculcating leadership training for nation building. The implication is that more courses in social studies education in Nigerian universities should be added or developed to teach leadership for good governance in order to achieve effective nation building in Nigeria.

Table 2 showing democratic leadership qualities need to be incorporated into social studies curricula of Nigerian universities

S/N	Item	\bar{IX}	Decision
1.	Emphasis should be on teaching the values of democratic governance.	3.50	SA
2.	A good leadership pursues equity, peace and merit.	2.67	A
3.	A leader commits selfless service for nation building.	3.00	A
4.	Leadership is challenged to overcome emerging political, economic and social issues.	3.32	A
5.	A leader should not be sentimental or tribalistic	3.67	SA
6.	Leadership with positive visionary behaviour is a strong determinant factor in nation building.	3.56	SA
7.	Collaborative policy decision making is an attribute of good leadership.	3.17	A
8.	A leader ought to understand the economic and socio-political realities of his country.	3.18	A
9.	Leadership is challenged to overcome emerging political, economic and social issues.	3.52	SA
10.	Secure national environment facilitates nation building.	3.53	SA

Items 1 to 10 are positive indicators that teaching democratic governance, leadership selfless commitment and pursuit of equity and merit are needed qualities for good governance needed to be incorporated into social studies curricula of Nigerian universities. Others are that leadership should be focused on overcoming national problems, formulating visionary programmes for nation building including the involvement of the citizenry in collaborative decision making. In addition, a leader should have a thorough knowledge of national problems with intention for sustainable solution and that adequate security facilitates nation building.

Table 3 showing the challenges of improving social studies curricula of Nigeria universities

S/N	Item	\bar{IX}	Decision
11	Curriculum revision in Nigerian universities is slow.	3.66	SA
12	Emerging issues are hardly integrated into social studies curricula	3.51	SA
13	Government is not aggressive in funding social studies curriculum review and research efforts.	3.65	SA
14	ICT resources are inadequately used in technique social studies	3.60	SA
15	Community resources are scarcely used in teaching social studies	3.54	SA
16	Implementation of social studies is not substantially done by professional trained social studies lecturers in social studies education.	3.50	SA

Data information from item 11 to 16 strongly agree that improving social studies curricula in Nigerian universities is Jeopardized by slow nature of curriculum revision, poor integration of emerging issues, Government non aggressive support in regular curriculum reviews by way of funding, poor use of ICT and community resources including the implementation of social studies curricula broadly implemented by non professionally trained social studies experts whose in put may not be revolutionary enough to use the appropriate pedagogies and induce critical, creative and reflective thinking in learners.

Table 4 showing the extent the challenges confronting social studies reformation can be addressed

S/N	Item	\bar{IX}	Decision
17.	Individual universities should adjust social studies curriculum periodically	3.55	VHE
18.	NUC should facilitate social studies curriculum revision	3.60	VHE
19.	Social studies professionally trained lecturers should be adequately involved in curriculum reviews.	3.50	VHE
20.	Lecturers ought to promote the teaching of social through continuous professional growth.	3.51	VHE
21.	SOSAN and SOCEAN through use of conferences and workshops should improve the resources for teaching social studies.	3.52	VHE

Research data information from 11 to 20, indicate to very high extent that individual universities updating of curriculum content, NUC's aggressive support of curriculum revision, professional continuous growth of social studies lectures, research commitment of lecturers and social studies organizational input by way of conferences and workshops would improve the resources for teaching social studies.

Table 5 showing the gains of reformed social studies curricula towards effective leadership orientation for nation building

S/N	Item	\bar{X}	Decision
22.	Provide materials for teaching democratic governance	3.56	SA
23.	Emergent challenges of national concern will be incorporated into the curricula.	3.01	A
24.	Provide current leadership orientation for international competitiveness.	3.27	A
25.	Universities will graduate produce to equipped with good governance skills for effective nation building.	3.53	SA
26.	Learners are equipped to confront contemporary leadership challenges in Nigeria.	3.65	SA
27.	Projection of information to enhance democratic practices in Nigeria.	3.51	SA

Research evidence reveal that reformed or reinvigorated social studies curricula in Nigerian universities will provide materials for teaching democratic governance, expose emergent challenges of national leadership, provide leadership orientation for international competitiveness, others are that universities social studies graduates are equipped with good governance skills for effective nation building, learners can confront contemporary leadership and curricula improvement will provide information to enhance democratic practices in Nigeria.

Discussion of Results

The findings of the study were discussed in line with the research questions that guided the study. The findings of the study with respect to research question one indicated that to a high extent, social studies curricula of Nigerian universities did not reflect adequate leadership training orientation for good governance, aimed at realizing effective nation building. The findings of the study is in line with Mezieobi and Mezieobi (2012) who established that the implementation of social studies is confronted with problems, especially curriculum revision. Anwukah (2005) recommends that a functional social studies curriculum should be in line with changes and aspirations of the society.

The findings of the study showed democratic leadership qualities needed to be incorporated into social studies curricula of Nigerian universities. Imogie (2017) confirms that social studies will help political transformation of Nigeria while Paulley (2011) advanced that social studies inculcates democratic values to enhance democratic governance and effective nation building.

The study further revealed the challenges of improving social studies curricula of Nigeria universities. Against this background, Cornelius – Ukpebi and Ndifon (2005) alarmed that ineffective implementation of social studies curricula in Nigerian universities will not help in

advancing leadership orientation for effective nation building. Mezieobi, Ogaugwu, Ossai and Young (2013) assert that social studies is repositioned to solve problems including leadership for good governance.

The study identified ways the challenges confronting social studies curricula revision can be addressed. Against this background, Anwukah (2000) advocates that functional social studies curriculum ought to be open to accommodate innovative ideas and adopt new situations in the interest of producing leadership for effective nation building. Nwaubani (2010) uphold that social studies is laden with peace education contents to facilitate democratic leadership orientation.

The findings of the study exposed the gains of invigorated or improved social studies curricula in Nigerian universities. In this respect, Bozimo and Ikwumelu (2013) opined that the problem solving nature of social studies makes it apt for inculcating governmental policies and good governance ideals. In corroboration Ogoh and Udontia (2013) remarked that social studies is organized to equip learners with skills and attitudes for responsible leadership. Mezieobi (2008) posit that social studies inculcates political socialization education for good governance and political stability.

Conclusion

The study was determined to investigate the extent social studies curricula content is equipped with good leadership governance qualities for effective nation building. The result showed that social studies curricula of Nigerian universities did not reflect sufficient leadership qualities for good governance. The study exposed needed leadership qualities to be incorporated as follows: leadership is a selfless commitment to nation building, secure national environment facilitates nation building, collaborative policy decision is an attribute of good leadership, a leader ought to understand the economic and socio-political realities of his country among others. The study revealed the challenges confronting improving social studies curricula of Nigerian universities, including the extent the challenges confronting social studies curricula reformation can be addressed. The study further showed the gains of reformed social studies curricula to include; providing materials for teaching democratic governance, incorporation of emergent challenges, learners are equipped to confront leadership challenges and projection of information to enhance democratic practices in Nigeria. Based on the findings of the study, recommendations are made.

Recommendations

The following recommendations are made based on data generated from the study:

- There is need for urgent revision of the social studies curricula of Nigerian universities, it is due to be integrated with democratic ideals for good governance directed at achieving effective nation building. This is because the quest by Nigerians for leadership

orientation for good, good governance is germane in order to move the nation forward out of long standing political leadership maladministration.

- National universities commission should consider periodic review of social studies curricula of Nigerian universities strategic, in order to make the content of instruction relevant to national needs and aspirations.
- Continuous professional development of social studies lecturers is advocated in order to make them ICT compliant and information efficient, so as to source current leadership training orientation materials adequate for enhancing the leadership skills potentials of their students.
- SOCEAN and SOSAN should give active support to social studies curricula reforms through organization of conferences, workshops and publications to enlarge the scope of instruction and ensure dynamism in advancing new frontiers of knowledge by emphasizing contemporary issues.
- Constant revision of social studies curricula would help in producing future political leaders with good governance orientation, adequate for fair comprehensive management of state affairs and resources to the benefit of all Nigerians in a manner to ensure political stability.
- Individual universities should constantly review and update their social studies curricula in order to produce competent and internationally competitive graduates.

REFERENCES

- Adesina, A.D.O. & Adeyemi, B.A. (2013). Teaching to Achieve Social Studies Values: A Case of Re-education of Teachers. Retrieved on 10th June 2013 from <http://www.deta.up.Ac.ZA/Archive2007/presentationsword/Teaching%20to20achieve%20social20studies%20values%20adeyemi.pdf>.
- Ahaotu, G.N. (2016). Leadership and Nation Building. In D.I. Mezieobi (Ed) Nigeria Amaka: A Path to Nation Building. Enugu: Modering Media Publications.
- Akpochafo, W.P. (2010). Good Governance: A Recipe for Sustainable National Development in Nigeria. In E. Osakwe (Ed) Social Studies and Integrated National Development in Nigeria. Ibadan: Kraft Books Limited.
- Anwukah, A.G. (2000). Curriculum Development for Responsive Education in Third World Countries: Theoretical Foundations. Owerri: Cape Publishers International.
- Anwukah, A.G. (2005). Re-thinking Nigeria Education Curriculum Implications. Forum 5(1), 6 – 19.

- Avolio, B.J. & Bass, B.M. (2002). Developing Potential Across a Full Range of Leadership Cases on Transactional and Transformational Leadership. Retrieved on June 16 <http://www.netlibrary.com/urla.ac>.
- Bozimo, G. & Ikwumelu, S. N. (2013). Achieving Federal Governments Transformation Agenda for National Development: Social Studies Education as an Instrumentality. IAUE Rivers Social Science Forum. 12(6), 295 – 309.
- Cornelius, B.U. & Ndifon, R.A. (2005). Curriculum content in the Primary School. Forum. 5(1), 40 – 46.
- Gambari, I.A. (2008). The Challenges of Nation-Building: The Case of Nigeria, Paper Presented at the First Year Anniversary Lecture of Mustapha Akanbi foundation, Abuja, Nigeria.
- Imogie, A.I. (2011). Curriculum and the New Teacher in Nigeria. Nigerian Journal of Curriculum Studies. 14(10), 109 – 116.
- Jacobs, A. (2008). Corruption, Political Party System and Nigerian Democracy. Professor Bassey Andah Journal of Cultural Studies. 1, 127 – 137.
- Jega, A.M. (2007). Democracy, Good Governance and Development in Nigeria. Ibadan: Spectrum Books Ltd.
- Kayode, O. (2012). Fixing Nigeria: Good Governance as the Missing Link Business Day Monday 17 September.
- Mezieobi, D.I. (2008). Social Studies Education as an Instrument for Building Sustainable Democratic Values in Nigeria. Professor Bassey Andah Journal of Cultural Studies. 1, 45 – 57.
- Mezieobi, D.I. Mezieobi, S.A., Ediyang, S.D. & Nwanekezi, C. (2015). Preface. In D.I. Mezieobi, S.A. Mezieobi S.D. Ediyang & c. Nwanekezi (Eds) Social Studies and Human Rights Education. Enugu: Oshilo Consults.
- Mezieobi, D.I., Ogaugwu, I.N., Ossai, J.N. & Young, S.C. (2013). Agenda for a Transformative implementation of Social Studies Curriculum in Nigerian Universities. Developing Countries. 3(12), 100 – 104.
- Mezieobi, K.A. & Mezieobi, S.A. (2012). Needed Changes in Social Studies Curriculum in Nigeria: The Critical Areas: Nigerian Journal of Social Studies. 15(1), 132 – 144.

- National Council for the Social Studies (2000). National Standards for Social Studies Teachers. Washington: NCSS.
- National Teachers' Institute (2006). Manual for the Re-training of Primary School Teachers. Kaduna: National Teachers Institute Press.
- Nwagwu, E.J. (2010). Democracy, God Fatherism and the Problem of Accountability and Responsible Leadership in Nigeria. *international Journal of Research in Arts and Social Sciences*. 2, 103 – 112.
- Nwaubani, O.O. (2010). Refocusing Junior Secondary School Social Studies Curriculum for Effective Promotion of Peace education in Nigeria. *Nigerian Journal of Curriculum Studies*. 17(2), 55 – 68.
- Nwosu, E.N. (2008). Gender based Violence in Universities in South East Geo-Political Zone of Nigeria. unpublished Doctoral Thesis, University of Nigeria, Nsukka.
- Ogoh, A.P. & Udontia, R.U. (2013). The Place of Social Studies Education in Introducing Effective and Democratic Citizens for National Development in Nigeria. *journal of Multi-disciplinary Social Discourse*. 8(4), 93 – 103.
- Okechukwu, I.E. (2008). Electoral Reform in Nigeria: The Challenges Ahead. Professor Bassey Andah *Journal of Cultural Studies*. 1, 59 – 71.
- Oluwuo, S.O. & Nwabueze, A.I. (2016). Development of Management Theories. In S.O. Oluwuo & J.O. Asodike (eds) *Managing Schools for Productivity: Emerging Perspectives*. Port Harcourt: Pearl Publishers.
- Oritsejafor, A. (2014). Nationalism and the Politics of National Security: Boko Haram Challenge. Enugu: Eminota Nigeria Limited.
- Paulley, F.G. (2011). Social Studies Education in the Promotion of Nation Building in Nigeria. *Nigerian Journal of Social Studies* 14(2) 229 – 242.
- Zelvys, R. (2004). Change in Quality Assurance Systems and Theoretical Models of Management. Oslo: Eli Publications.