
Investing in Human Resources as a Platform for National Security in Nigeria: The Role of Social Studies Education

Okobia Ayodele Onyeatoelu

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Abstract

Nigeria's political elites have toyed with the pathway to Nigeria's national security, and therefore, placed Nigeria and her people on a perpetual developmental backwardness. Sadly, Nigeria, the supposed giant of Africa has been weighed down by the challenge of corruption, as well as insecurity. The deficiency in human capital development in Nigeria today is exerting untold pressure on her national development plans, policies and programmes. The development of human resources is indispensable for the developmental strive of any continent or nation. Hence, the inability of the Nigerian state to fully actualize her human capital development drive calls for concern. The aim of this article, therefore, is to investigate into the indispensability of investing human capital development in fostering national security in Nigeria. Social studies education is an instrument for renewal of some societal practices that constitute obstacles to national security and development. Consequently, this paper will examine the place of social studies education in the context of Nigeria for national security. The roles social studies education could play in producing good citizens, who could assist in no small measure in tackling this complex problem of national insecurity in Nigeria were discussed. In conclusion, the paper has logically established the fact that, there is significant correlation between social studies education and human capital development. Finally, workable recommendations are given, among them is that government should lay more emphasis on the teaching of social studies at all levels of its educational system - to foster moral development in youths.

Keywords: National Security, Human Resources, Social Studies Education, Investment.

Introduction

Every modern nation is desirous of rapid development in all spheres: economy, agriculture, trade and commerce, security, military, education, health, manufacturing, tourism, housing, entertainment, recreation, transportation e.t.c. No nation can develop without paying adequate attention to national security and sustainable peace. According to peretomode (2012) the challenge of peace and security has been of concern for well mainly human beings from time immemorial. Nigeria is no doubt haunted by high level of insecurity even through there is currently no war. It appears the Nigerian government is finding it difficult to guarantee the physical security of her citizens and properties from violent crimes such as kidnapping, hired assassins, robbery, ritual killing and terrors of armed gangs such as Boko Haram and herdsmen. This social menace is also acting as an obstacle to investment and meaningful development.

Adequate investment in human capital is a key component of national development. However, Nigeria has been weighed down due to non-recognition of subjects (like social studies) that emphasizes effective domain and moral development of the citizens. Human capital development involves the task of articulating plans and strategies for the overall improvement of human capital. This improvement cuts across the intellectual, moral, mental and even physical abilities of human beings for organizational, institutional and societal benefits. Human capital development according to Ogunu (2000) in Odionye (2014) is the process of improving, molding, changing and developing the skills, knowledge, creative ability, aptitude, attitude, values, commitment, etc of an employee based on present and future organizational requirement.

Quality education has significant impact and makes valuable contribution in many areas of human life, national security and development (Osakwe, 2009). It is important, therefore, that the citizens of any nation receive education of good quality. This type of education according to the National Policy on Education (2004) leads to the acquisition of both physical and intellectual skills which enable learners to be self-reliant and useful members of the society that will be fully occupied with various skillful labour/activities and may not have the chance to be involved in any action that will cause threats to security and sustainable peace. Specifically, social studies education has the potential of contributing meaningfully to make a wealthier, safer and more secured Nigeria, if the discipline and its teachers are given their rightful place in the quest for national development. Social studies education is one of the ways of developing human capital to facilitate national development. It has as its major purpose - the promotion of civic competence, integration of knowledge skills and attitudes in solving societal problems and challenges (Osakwe, 2010). Social studies is a problem-solving discipline, that is geared, not only to open up the problems of development, but attempts at proffering solutions to developmental challenges.

Social studies education is very vital in offering lessons on developing a sense of tolerance, national pride, and understanding of the Nigerian diverse groups and thus inculcates in the citizens the idea of patriotism, inter-group relations and unity in diversity (Enem, 1999). Social Studies education as an area of study has a lot to contribute towards the attainment of national security and sustainable peace in Nigeria. It involves the adult and the young within the society to develop their competences to enable them solve and manage the socio-economic and physical forces in their midst. The potentials of social studies education are yet to be fully exploited in the Nation's quest for national security and sustainable peace.

The Conceptual Clarification Social Studies Education

Although social studies is a victim of definitional pluralism, it is pertinent to state that social studies focuses on man and his interactions/contributions with/to his environment. According to the National Council for Social Studies (2005) cited in Oloya & Egbule (2017) social studies is the integrated study of the social sciences and humanities to promote civic competence. The National Teachers Institute (NTI) (2000) defined Social Studies as the process of education, which emphasizes the relationships human beings have with their physical and social worlds. Alberta (2005) cited in Oloya and Egbule (2017) viewed Social studies as a school subject that assists students to acquire the basic knowledge, skills and positive attitudes needed to be responsible citizens and useful members of society. Mezieobi, Fubara and Mezieobi (2008) defined social studies as an integrative field of study which probes man's symbiotic relationships with his environments, endows man with the reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society. According to Ukadike (2006) in social studies, it is understood that man does not live alone. If his needs are to be met, man must live in society with other men. In interacting with his physical and social environment, man will continually encounter problems and in his efforts to make life more comfortable and meaningful man has to continually find solution and clarification to those problems and issues. Mezieobi (1994) defines social studies as man in his environment, pitched knowledge integrative discipline in which man is involve with the critical cognition, affective wherewithal and socio-civic competences to make his environment worth living by conquering all disabilities and problems.

Human Resources

Human resources are the stock of knowledge, habits, social and personality attributes, including creativity, embodied in the ability to perform labour so as to produce economic value. The concept of human capital development can be seen as the abilities and skill of human resources of a country (Okoli, 2016). In his view, Armstrong in Ajibade (2013) explains the concept of human capital as representing "... the human factor in the organization; the combined intelligence, skills and expertise that give the organization its distinctive character. According to the Oxford Dictionary of Finance and Banking; human resource (capital) is conveyed as the skills, general or specific, acquired by an individual in the cause of vocational and technical education training and the industrial work place after training.

Human Resources Development

Human resources development is the process of bringing out the best quality in man, through adequate training (investment) for improved productivity. According to Okojie (1995), human capital development refers to the process of obtaining and enhancing the number of persons who have the skill, education and experience that are expedient for the economic growth, social and political development of a nation. Contributing to this discourse, Brown and Birabil cited in Mezieobi (2016) sees human capital development as the process of equipping or endowing in nation's populace with "functional knowledge, skills, capacities and values (attitude and behaviour) that can be productively channelled to sustainable development of any nation" and engineering quality life and welfare of the people. Human capital development according to Ogunu (2000) in Odionye (2014) is the process of improving, moulding, changing and developing the skills, knowledge, creative ability, aptitude, attitude, values,

commitment, etc of an employee based on present and future organizational requirement.

National Security

According to the American free on-line dictionary of the English Language, security can be clearly stated as the quality or state of being secure; that is, it is freedom from danger, freedom from fear or anxiety; measures taken to guard against espionage or sabotages crime, attack or escape. Dasliki (2013) cited in Akporehe and Obielumani (2013) maintained that security implies a stable, relatively predictable environment in which an individual or group may pursue its end or objectives without disruption, harm, danger and without fear of disturbance or injury Hence, Brown (2013) cited in Ogonor (2013) defined national security as the ability to preserve the nation's physical integrity and territory; to maintain its economic relations with the rest of the world on reasonable terms, to preserve its nature, institutions and governance from disruption from outside and to control its borders. From the foregoing definitions, the discussion on national security would encompass a broad range of facets such as: economic security of a nation, social security, environmental security, energy security, political security, as well as ability to combat threats to the lives and properties either from within or externally and the maintenance of the state's sovereignty. When we secure our most cherished values and beliefs, democratic ways of life, institutions of governance and unity, welfare and well-being as a nation, people permanently protected, jealously guarded and continuously enhanced, national security could be said to have been attained (Akporehe & Obielumani, 2013).

The Philosophy of Social Studies Education in Nigeria

Social studies philosophy is to enable its learners become nationally conscious, better informed and effective citizens. The inculcation of

national consciousness, national unity and imbibing cultural values, skills, attitudes, abilities can contribute to national unity and development. Social studies curriculum content emphasizes positive attitudes and values as well as hard work, diligence, co-operation, participation, honesty, self-reliance etc as against such socio-physiological defective behaviour as self-centeredness, which is inimical to national integration and development.

The philosophy of social studies forms part and parcel of the philosophy of Nigerian education. The overall objectives of Nigerian education have been stated earlier. According to the National Policy on Education, Nigeria's philosophy of education is based on the integration of the individuals into a sound and effective citizens, with equal education opportunities for all citizens of the nation at the primary, secondary and tertiary levels. Makinde (1980) cited in Ukadike (2003) states that the philosophy of social studies is embedded in the philosophy of Nigerian education. The philosophy of social studies both at the primary and secondary school levels is as follows:

- i. To enable its learner become nationally conscious, better informed, and effective citizens;
- ii. The inculcation of national consciousness and national unity;
- iii. Imbibing the right type of values and attitudes for self and national survival;
- iv. The acquisition of necessary skills, abilities and to contribute to national development;
- v. To ensure the acquisition of relevant knowledge which is an essential pre-requisite to personal development as well as a positive personal contribution to the betterment of mankind; and
- vi. To develop in children, a positive attitude to citizenship and a desire in them to make a positive personal contribution to the creation of a united Nigeria.

Policies and Programmes aimed at Promoting National Security in Nigeria

Some of the educational policies geared towards national security and integration in Nigeria, according to Amali and Jekayinfa (2013), Olagide (2008) and Bangbose (1999) in Egbule and Oloya (2016) include:

- The quota system adopted for admission of young Nigerians into institutions of learning by addressing educational gap or inequality across Nigeria;
- The encouragement of the use of mother - tongue and lingua franca to foster understanding and national integration;
- The students exchange programme to the various educational institutions across Nigeria, to build students' national consciousness towards national unity;
- The National Youth Service Corps Scheme (NYSC) where young Nigeria graduates are sent to all states of the federation to foster cooperation and understanding among the various ethnic groups;
- The establishment of unity schools to create an atmosphere for young Nigerians to interact, regardless of ethnic or religious differences;
- Curriculum development to educate young Nigerians on a wide range of information about Nigeria and her people;
- The legislative provisions, where government deliberately controls the types and nature of education that is desirable for the country, and relevant for national unity, integration and development;
- The nationalization of Nigerian universities and the Federal Government assumption of full responsibility in the financing of higher education (Federal Government owned) which was on the concurrent legislative list. The objective is to breed high level

individuals who would be conscious and committed to national unity;

- The UBE Act (2004) criminalize which any action relating to non-enrolment of children of school-going-age by parents and guardians, imposes sanctions on parents whose children refuse to attend school in contravention of the Act, and also provided for the determination of cases arising from non-compliance by the magistrate courts; and
- The policy on equity to access education and developmental opportunities, such as, the creation of Joint Admissions and Matriculations Board (JAMB) in the interest of equity in educational opportunities in Nigeria.
- The national festival for arts and culture. This is held on annual basis to create cultural awareness in terms of our differences and affinities, and promote our arts. The key objective is to appreciate that even though we differ, we still share so much in common including our humanity, destiny and creativity.
- The national sports festival. This is held bi-annually to promote unity through sports. The key message of the Festival is that we can harness our different skills, talents and creative energies for national development.
- Nigerian inter-religious council (NIREC). Established under the co-chairmanship of the Sultan of Sokoto and the President, Christian Association of Nigeria (CAN); to engender inter-faith dialogue, build mutual respect and confidence, promote religious tolerance and peaceful coexistence amongst Christians and Muslims (NOA, 2011).

The Indispensability of Social Studies Education in Achieving Human Resources Development in Nigeria

Human resources is the stock or conglomeration of knowledge and skills naturally or conventionally embodied in the human person or

individual. This residual of knowledge is made possible by education formal or informal, training and experience geared towards more productivity of the individual or group. Human capital development entails the training, retraining, recruiting, supporting and investing in the human person through educational strategies, coaching, monitoring, internship and indoctrination for the realization of desired goals. This is so because it is the human person who as an individual or group that spearheads any developmental strives of any kind (Mordi, 2016). The development of the human person depends, to a very large extent, on education. As a bedrock for man's moral development, social studies education is an indispensable factor in the development of the human person. Nigeria as a nation is in need of radical transformation of the human person who will bring about positive, responsible and qualitative changes in the society.

The problem of corruption and lack of patriotism in Nigeria can only be solved if human capital development is addressed. Social studies has the capacity to produce men and women of integrity, liberate the erroneous mindset of people and enhance personal capabilities, who would uphold national integrity, enhance progress and national development. Nnabuiife (2013) averred that if national development must be attained in Nigeria, all stakeholders must be prepared to denounce individualism, personal and selfish gains and embrace co-operative and collaborative strives for the common good. Social studies education is able to ensure this. Social studies education teaches morality which is capable of transforming the human person into an agent of development. By promoting moral values, social studies helps to train the human person to be ready and responsible, duty-bound and available to contribute his quota to the development of his society.

The place of moral/character development (affective domain) in the lives of young children can never be over-stressed. Social studies as a value laden subject has the capacity to build sound morals

and integrity in all facets of the society. In fact, it is known for the teaching of morals, honesty, values, norms, religious tolerance, etc. According to Ade (2002) cited in Egbule, Eboh and Olori (2013) social studies, if appreciated and well taught, is a school of morals for all men. It describes vices; it unmasks false virtues, and exposes errors and prejudices. It shows by several examples that there is nothing great and laudable except honesty and uprightness. Thus, social studies provide a better ground for moral training especially in countries undergoing development like Nigeria. No society will thrive except its member behaves in ways that will further development. Social studies education has the ability to develop in the recipient positive values, attitudes and feelings. In fact, the pervasiveness of negative values in Nigeria: disloyalty or unpatriotic behaviour or acts, disrespect to cultural heritage, institutions of this country, coupled with dehumanization of humans lend import to this value goal - object of social studies which in the context of Nigeria entail value crusade and the putting in place of a systematized educational programme for value reorientation (Mezieobi, Fubara & Mezieobi, 2008).

Social studies teaches students the act of citizenship - citizenship education and human capital development can never be divorced. According to Mezieobi, Fubara and Mezieobi (2008), this involves inculcating in the children socio-civic competencies and all that good citizenship entails. The attainment of this goal makes a stable society with a minimum of maladaptive behaviours. The ultimate focus of this goal of social studies is to equip the children with the psychological know-how to enable them feel committed to their society, feel a sense of being worthy members of the society who are bound to contribute to societal development. Some of the indispensable values and attitudes for national development which social studies education inculcates in the learners, according to them are co-operation, dedication, hard work, interdependence, tolerance,

true sense of nationhood, loyalty, commitment, unity of purpose, patriotism and integrative nationalism.

One of the problems of Nigeria is leadership. Human capital development requires the provision of good leadership of high moral standard. A leader by definition is a servant of the people. To lead means to put one's life on the line, to give up one's joy, comfort and pleasure for the good and welfare of others. In unison with the above, Okotie (2012) cited in (Mordi, 2016) opined that a leader is a "king-servant" whose joy and fulfillment spring from the fact that his subjects are well taken care of. Nigeria undoubtedly needs a leader like this. Social studies education does not only teach leadership of this nature, but encourages the application of the leadership of service.

Social studies is useful in the socialization of citizens. It trains citizens to know and practice the rules, norms and the culture of the society in which they live. Nwagwu (1980) cited in Oluwagbohunmi (2012) affirmed that the main justification for the teaching of social studies is the contribution it can make to an individual's ability to act wisely, justly, humanly and responsibly, when dealing with other human beings and political situations. Fafunwa (2008) cited in Oluwagbohumi (2012) postulated that we must re-arrange our priorities to make man (i.e. the people) the centre of our development. He stressed that all factors necessary for national development are man related, this means all men, women and children, not a handful of them. Concurring to the above assertion, Oluwagbohunmi (2012) states that man (people) being the central theme of social studies should focus on the resolution of the problems.

Social studies plays a great role in nation building. According to Lawal and Oluwatoyin (2012) the pride of any government is the attainment of higher value level of development in such a way that its citizen would derive natural attachment to governance. However, the

need for a school subject like social studies which is geared towards human development is indispensable. The ultimate goal of social studies education in Nigeria is to advance the process of self realization, better human relationship, effective citizenship, human rights, and national consciousness among Nigerians. A nation with socially deranged values may find it difficult to move forward, in terms human capital development. For example, high crime rate, religious intolerance, insecurity (insurgency, militancy and terrorism) and other forms of social pollution are retrogressive trends. Social studies education is expected to serve as a social transmission vehicle and agent of social change and stability. Respect for constituted authority, healthy moral values, justice, liberal democracy, hard work, fair play, love for one another, peace and unity are among the objectives of social studies education. Ukadike (2006) stated that social studies emerged as a school subject for study in order to modify the dysfunctionality of the past inherited political and social issues in the society.

Conclusion

Human resources development is invaluablely necessary in today's highly competitive globalized world. It is indispensable in Nigeria because there is need for a complete social transformation which requires competent and knowledgeable young men and women who, through their training and recruitment, can use their expertise to pilot the nation forward. It is pertinent to state that this study has been able to establish the fact that the need for human resources development in Nigeria is imperative. National security is the process and act of effective protection of lives and properties in a country. It involves effective policing and careful watch against elements that could breach peace or anything that can jeopardize the socio-economic and political development of the country. Social studies education can make immense contribution towards achieving national

security and sustainable peace in Nigeria through effective teaching and implementation of the social studies curriculum. No nation rises above its level of education. Effective teaching and implementation of social studies education curriculum should be our major concern, with all sincerity of purpose so that its goals and objectives will be achieved.

Recommendations

In the light of the findings of this study, the following recommendations are made:

- Government should lay more emphasis on the teaching of social studies at all levels of its educational system - to foster moral development in youths.
- Formation of police community relations committees/community policing that should work as a team to protect and secure lives and properties of Nigerians.
- Nigeria needs pragmatic and qualitative education which is capable of strengthening the link between human resources development and national security.
- For social studies to achieve its mobilization objective for effective citizenship, social studies teachers should be adequately mobilized, motivated, and financially empowered for optimum delivery.
- The government should intensify her fight against insecurity, corruption, insurgency and other criminal's activities through the law enforcement agencies.
- The law enforcement agencies should be financed to achieve optimum performance.
- On their part, the judiciary should not treating charges of criminal acts as political party affairs, but should adhere strictly to the provisions of the Nigerian constitution.

- Government as a matter of priority should implement the minimum United Nations Educational and Cultural Organization (UNESCO) recommendation of a minimum 26% budgetary allocation to education.
- Government should prioritize youth employment programme to encourage skill acquisition and entrepreneurship development.
- Social studies teachers should be trained and re-trained for the effective use of appropriate teaching method(s) that will improve their capabilities for maximal productivity.
- There is need to re-orientate Nigerians towards a better value system.

Okobia Ayodele Onyeatoelu, PhD

Department of Social Studies
College of Education, Agbor
Delta State, Nigeria
ayodeleokobia@gmail.com

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