ADEQUACY OF SOCIAL SCIENCE CORE CONCEPTS FOR NATIONAL SECURITY CHALLENGES AND SUSTAINABLE DEVELOPMENT

OLABODE Solomon Adebayo
Department of Arts and Social Sciences Education,
Federal University Lokoja, Kogi State, Nigeria.
olabode.solomon@fulokoja.edu.ng

Abstract

This research investigated the adequacy of social science core concepts in meeting the current national security challenges. The eleven core concepts were rigorously reviewed using Shashi's (2010) International Encyclopedia of Social Sciences. This work discussed insecurity and related it to the state failure theory mainly and the relative deprivation theory complementarily. Descriptive research design of the survey type was adopted. Three research questions were raised and answered by Seventy-five (75) lecturers in the three (Federal, State and Private) Universities' Departments of Social Science Education in Kogi State, Nigeria. A 20-item questionnaire was administered to the subjects on a four-point Likert scale. The pilot study was conducted outside the study location. The exercise was repeated after two weeks and the correlation coefficient of 0.82 was attained. Having administered the instrument to the subjects; frequency counts, percentage analysis and mean scores were used to process the data. Consequent upon this, the results indicated that: 10 of the 11 social science concepts are being adequate for meeting the national security challenges and all the 9 items of instructional process complimenting the teaching of the 11 social science core concepts were acceptable to the respondents with "the use of suitable teaching methods" ranking 1ˢᵗ and "emphasis e-learning and internet browsing" ranking 9ᵗʰ. Based on these findings, recommendations were made to the Federal Government and other education stake-holders to priotise education for eventual growth, peace and security for sustainable development.

Keywords: National Insecurity, Education, Social Science, Core concepts

Introduction

The word security refers to a condition or quality of being free from apprehension, anxiety and confidence of power and safety. It implies freedom from fear and anxiety, a degree of protection to safeguard a nation, union of nations, person or persons against danger, damages, loss or crime (Torpev, 2013). However, rather than security, insecurity is what is prevalent in the Nigerian society which has manifected in cases such as: killing of 59 boys in Government Secondary School, Bunuyadi, Yobe State in February, 2014. Abduction of 279 girls at Chibok Secondary school in Borno State on April 14ᵗʰ, 2014. Abduction of Iyabo Anisulowo, a former minister on the way to her farm on Wednesday, 4ᵗʰ May, 2016.(Daily Sun, 4ᵗʰ May, 2016). The Abuja-Kaduna train attack on 28ᵗʰ March, 2022 which led to the death of about 62 and kidnapping of over 300 passengers with the release of the last batch of 23 survivors on 5ᵗʰ

1

October, 2022 after having spent 191 days in captivity. The bombing of St. Francis Catholic Church, Owo, Ondo State on Sunday, 5th June, 2022. The jail breaking of Kuje National Correction Centre in Abuja, Federal Capital Territory (FCT) on 10th July, 2022 with the escape of about 879 inmates and with the re- capturing of over 400 of them are among the several cases of insecurity.

The rate of insecurity in Nigeria had reached a level that even some security agents were known to have colluded with bandits and kidnappers by divulging information with the aim of receiving their share after the deal. This has raised suspense among Nigerians about who to trust or confide in. Consequent upon this, the government and their security agents ranging from police, military personnel and Special Anti-Robbery Squad (SARS) have not achieved considerable results while many security personnel have been killed by kidnappers who are sophiscatedly equipped. Many citizens have been raped, traumatized and killed without receiving any help from the government. Therefore, the government of today appears to have a mission different from the security of the people (Shuaibu, 2015).

The issue of national insecurity cut across the entire geographical landscape of Nigeria with the most recent cases cited as follows:

According to a Vanguard Newspaper published online (13th October, 2022), it was reported in a viral video that kidnapped female students of the Federal Government College, Yauri, Kebbi State were seen holding AK 47 rifles with chains of ammunition around their necks, apparently showing them as new conscripts with their abductors threatening to force the students join their fold since their parents have refused to take the matter serious in coming to rescue them or paying ransom for their release. A female student in the video clip was seen and heard appealing to her father thus: "Please father, come and rescue me. I do not want to spend another day here, do not listen to those people who are advising you not to bring money, they are not your lovers. We are in a terrible condition. Please father, I beg you in the name of Allah." (Vanguard, 13th Oct. 2022).

The insecurity ranged from kidnapping and killings down to complicity of the security agents which was detected in the case of a soldier attached to the Muhammadu Buhari Cantonment in Tungan Maje in the FCT, Abuja who was arrested by the operatives allegedly hiring out and selling guns to kidnappers. Unfortunately for the soldier, the kidnappers were arrested and they mentioned his name as their gun runner. With the involvement of the DSS, (Department of State Security) the kidnappers contacted the soldier for another deal to supply them with AK 47 rifle to buy at three million naira and he fell for the bait; they went to the agreed site at Zuba and took position. He arrived in his car to present the arm and the security men swooped on him. An AK 47 rifle and a fully loaded magazine with 30 rounds of ammunition was found in his car. (Vanguard, 6th October, 2022).

In the same development, a Nigerian Soldier, Iorlian Emmanuel in his 30s from Benue State was equally arrested for collaborating with terrorists, being a member of the 156 Task Force Battalion in Mainok, Borno State, was caught with ammunition concealed in a bag with clothing tied around his waist. A trending video showed his colleagues exposing the bullets which the suspect stuffed underneath his uniform. This happened months after an army instructor, Jibrin was caught assisting Boko Haram/Islamic States West African Province (ISWAP) and was said to have committed suicide while being escorted to the barracks (Daily Post, October, 12th, 2022).

2

Another instance of insecurity was the case of some unknown gunmen who attacked, killed two men and burnt down the police station in Enugu on Sunday morning 9th October, 2022 (Sahara Reporters, 9th Oct. 2022).

In another incident, unknown gunmen attacked a Celestial Church behind NNPC Mega Station in Felele at Lokoja, Kogi State late Sunday evening on 16th October, 2022: eye witnesses told Daily Post reporters that the gunmen stormed the church and started shooting sporadically. It was learnt that two people died instantly from the attach, while several others scampered for safety. The injured victims were taken to the Federal Medical Centre, Lokoja for treatment (Daily Post, 17th October, 2022).

Since it is obvious that security is porous in the nation as people are susceptible to this menace in homes, schools, markets, churches and mosques as well as on the highways, it becomes imperative to be vigilant at all times and take precaution against any possible onslaught. Therefore, total education is needed nation-wide to achieve peace and security for sustainable development.

Education as a valuable instrument to counter insecurity

Education is the instrument for political, economic and peace transformation in any society; the strength, progress and security well-being of such a society is dependent upon the quality of education provided by its citizens. Good teachers are always optimistic about the success of their students; regardless of their background or circumstances (Iyamu and Otote 2005). Based on experience, teachers know how their students respond to success and are capable of significant progress in security-related and peace education as well as mind transformation.

To counter insecurity and attain a peaceful society, there is the need for a better education through which the nation can collectively defeat the elements that take advantage of ignorance and illiteracy to promote extremism, militancy and terrorism.

According to Yahaya (2002) "violence begins from the mind". Hence, it must therefore be uprooted from the mind itself. This goes to the root cause of insecurity. In order to eliminate this root cause, there is the need to transform the mind by the process of education through accurate instructional process.

Okobiah (1984) posited that the overall aim of social studies (in particular and education in general) is to make children become patriotic, socially responsible and good citizens.

Social Studies Education is an instrument for the promotion of national unity and its basic aims and objectives is to train citizens with desirable attributes of looking at things with a democratic view, believing in the idea of progressive improvement of the society.

Okam (1998) feels that the basic aim of introducing social studies in schools is to produce good citizens for the benefit of the nation:

- an appreciation of the nature and laws of social life.
- a display of intelligent and genuine loyalty to high national ideas.
- a possession of a sense of responsibility of the individual as a member of social group and
- a display of loyalty and a sense of obligation to his city, state, nation and the human race.

Ukeje (2000) remarked that the Nigerian citizens need the basic knowledge and skills of social studies which will help them to a new social order of disciplined citizenry, self-reliant populace, justice, equity and fair play in all human relations and create development.

In order to achieve national security and sustainable development, there is the need to have disciplined citizens; develop the attitude of self-reliance rather than hoping and waiting for others to provide for us; treat all fellow citizens with a sense of justice, equity and fair play; and we must be creative. We must develop our human and material resources to the full and we must reconstruct the Nigerian society for effective life and progress in the 21st century (Ajibade 2013). With a focused and committed educational process through mind transformation, it is believed that the current national security challenges would become a thing of the past while peace, progress and development would be realized and sustained.

Theoretical framework
To explain the occurrence of insecurity in the Nigerian State, the state failure theory is being used to analyse the scale of violence and criminalities. This paradigm is championed by scholars like Rotberg (2002) and Zartman (1995). These scholars and many others subscribing to this school of thought have maintained that to understand any intra state conflict, the starting point of scrutiny should be by the thorough examination of the strength/weakness and the stability/disorder inherent within the boundaries of states. They opine too that the problems associated with fragile political systems and economics could deteriorate into humanitarian emergencies consequent on the response of a depressed citizenry.

Thus, the leading American Foreign policy specialist, Henry Kissinger (2001) has described a "State" as the expression of some concepts of justice that legitimizes its internal arrangement and of a projection and power that determines its ability to fulfil its minimum functions: that is, to protect its population from foreign dangers and domestic upheavals.

Other conditions include the ability to provide efficient service to the people constituting the confederation. Amongst these services include: physical security, basic health care, education, transportation and communication, infrastructure; monetary and banking systems and a system of mechanism that enhances the peaceful resolution of identified conflict questions between "national entities" within a country. A state that lacks the capacity to institutionalize law and order could not be grouped in the category of strong states (Udoanbana, 2006 in Awodola and Ayuba, 2015). In this vein, Maiangwa, et.al (2013) have summed the matter thus:

"Once the state is unable to perform these primary responsibilities, it looses its legitimacy in the eyes of the citizens, many of who will then naturally transfer their allegiance to more responsible authority groups or figures (religious, clan, or group leaders) while others will go even further by becoming terrorists".

It is in the light of this theoretical perspective that one can understand the insecurity and insurgency confronting Nigeria regarding the failed state index since the nation on a consistent basis has been featuring as one of the brinks of total collapse in recent times (Transparency International 2021).

Another equally relevant theory that will complement the failed state theory is the relative deprivation theory. This theory subsists in the assumption that when states fail and individuals and human groups within the state feel aggrieved because of the deprivation that they are

subjected to since the state is unable to cater for their basic needs, they rebel (Gurr, 1970). These needs include the provision of health services, security, food, jobs and infrastructural services etc. According to Maiangwa et.al (2013), it is this deprivation and its concomitant aspect of poverty it breeds that has produced the millions of youths who fall prey to the extremist ideologies of the terrorists thereby becoming tools in the hands of bandits and politicians alike (Maiangwa, et. al. 2013).

The Social Science Core Concepts
How can one define Social Science?
Here are a few definitions:
  i.   "The study of human beings in society.
  ii.   The intellectual discipline that studies human kind.
  iii. The disciplines studying human relationship
  iv.   The Scientific study of Homosapiens as a social being.
  v.   Those disciplines that are concerned primarily with the study of society and human relationships in order to clarify the group life of human beings in space and time."
(Browne et al. 1972:2)
A concept is a mental image of some object, person or an idea. Concepts are formed by generalizations. Concepts are also formed due to the experience of the past; i.e. formations of new concepts are affected by the past experiences (IESS, 2010:4:900).
Concepts are both concrete and abstract e.g. Orange or love. Most social science concepts are abstract and complex. The eleven integrating social science concepts referred to in this article cut across disciplines: habitat, culture, institutions, resources and resource allocation, interaction, conflict and conflict management, power, technology and industrialism social change, choice: (value and valuing) and multiple causation.
Each of these concepts is hereby reviewed as follows:
Habitat: A place or location where an organism or community of organisms lives (Plants or animals) including all the living and non-living factors or conditions of the surrounding environment. A host organism inhabited by parasites is as much as habitat as a terrestrial place such as a grove of trees or an aquatic locality such as a small pond. Micro habitant is a term used for the conditions and organism in the immediate vicinity of a plant or animal. There are terrestrial, aquatic and arboreal habitants (Encyclopedia Britanica (2005, 5:603).
Culture: Culture may be defined as behaviour peculiar to Homosapiens, together with material objects used as integral parts of this behaviour. Specifically, it consists of languages, ideas, beliefs, customs, codes, institutions, tools, techniques, work of arts, victuals, ceremonies etc. The classic definition was provided by the 19th century English anthropologists: Edward Burnett Tylor in the first paragraph of his **Primitive culture** (1871) defined culture as: that complex whole which include knowledge, belief, art, morals, law, custom and any other capabilities and habits acquired by man as a member of the society.
Furthermore, reflections upon the concept led to a multiplication and diversification of definitions of culture: the American anthropologists" A.I. Kroeber and Clyde Kluckholn (1952) cited 164 definitions of culture ranging from learned behaviour to ideas in the mind, "a logical construct" "a statistical fictions", "a psychic defense mechanism", and so on. However, the

definition and conception preferred by Kroeber and Kluckholn and by a great many anthropologists is that culture is an abstraction or more specifically; "an abstraction form behaviour".

Cultural pluralism exists when all groups within a larger society maintain their unique cultural identities. In a pluralistic culture, unique groups not only co-exist side by side but also consider qualities of groups as traits worth having in the dominant culture. Cultural pluralism is a necessary consequence of a flourishing and peaceful democratic society because of its tolerance and respect for cultural and ethnic diversity. The term was coined by the American philosopher, Horace Kallen, the opposite of cultural assimilation. A policy of cultural pluralism is directed towards preservation of ethnic, cultural, religious and linguistic diversities in a plural society (as in Nigeria) and recognizing cultural autonomy of all minority groups (IESS, (2010) Vol. 4: 915).

Institutions: Are social structures and social mechanisms of social order and cooperation governing the behaviour of two or more individuals. They are identified with a social purpose and performance, transcending individual human lives and intentions and with the making and enforcing of rules governing cooperative human behaviour. The term, institution is commonly applied to customs and behaviour patterns important to a society as well as to particular formal organizations of government and public service.

As structures and mechanisms of social order among humans, institutions are one of the principal objects of study in the social sciences including: sociology, political science, economics and social studies education. Institutions are central concern for law, the formal regime for political rule-making and enforcement. The creation and evolution of institution is a primary topic in history. (IESS, 2010: 10: 2590 – 94).

Resources and Resource Allocation: By resources is meant land, labour, capital and entrepreneurship used in the production of goods and services. A part of the natural environment that people value such as soil, oil, iron or water. By its allocation is meant; the division of the above into shares or portions directly or indirectly in satisfying human wants e.g. we speak of market allocation of resources in economics; the system by which they are allocated and to whom.

Interaction: Human behaviour in which individuals consider the meaning of their actions. The assumptions and expectations of other person's interpretations of the action and in response to other person's behaviour. The way we behave in the presence of others. More than action, interaction is a kind of action which occurs as two or more objects have effects upon one another.

The idea of a two-way effect is essential in the concept of interaction instead of a one-way causal effect. Combinations of many simple interactions can lead to surprising emergent phenomena. In sociology, social interaction is a dynamic, changing sequence of social actions between individuals or groups who modify their actions and reactions due to the actions by their interactions partners. Whereas in statistics, an interaction is an interplay among two or more independent variables. However, interaction could be either positive or negative; cooperative or competitive. (IESS, 2010: 10: 2618-9).

Conflict and conflict management: Competition as a consequent of interaction can result to conflict over human goals and there are means of resolving or managing it. While conflict is an action taken to block or interfere with others' interest because of the perceptions that one's

opponent is doing the same; or that each other's actions are incompatible. It is also a clash of interest between individuals, groups or society which may sometimes escalate to active struggle. It is a situation where two or more parties (individuals or groups) compete for resources, where they disagree in ideas, and which may progress into violence.

Conflict management therefore, is the creative act of implementing the process in which people deal with their differences while accomplishing a goal. The first goal of conflict management is to clarify issues, both primary and secondary. The second goal is to increase understanding between persons and of others' position on issues. When in conflict, people need to help being remembered that those who oppose them have the same need as they do. The third goal of a conflict management is to establish "agreed-upon" procedure for seeking solutions. Wherever possible, the structure for managing conflict should be established before it is needed.

Power – is the capacity to compel obedience or force compliance. There are three kinds: violence, wealth and knowledge with other kinds of power being variations of these three. Violence can only be used negatively, to punish. Wealth can be used both negatively (by withholding money) or positively (by releasing or spending money). Knowledge can also be used in these ways but additionally in a transformative way, for example, sharing knowledge on agriculture to ensure that every one is capable of supplying himself and his family of food. Power may be exercised without authority, but there can be no authority without power. (IESS 2010: 14: 3814 – 19).

Technology and Industrialism – Technology is a word with origin in the Greek word technologia; techne "craft" and logia "saying" It is a broad term dealing with the use and knowledge of humanity's tools and crafts. Technology can be most broadly defined as the material entities created by the application of mental and physical effort to change nature in order to achieve some value. In this use, technology is the current state of our knowledge of how to combine resources to produce desired products to solve problems, fulfill needs, or satisfy wants. Technology is human's tool to meet such basic needs as hunger and to fulfil a desire for a higher order of life and better living conditions.

However, industrialism is an economic system that is based on industry and the mass production of consumer goods. It is a process of social and economic change whereby a human society is transformed from a pre-industrial to an industrial state. This social and economic change is closely intertwined with technological innovation.

Social Change – Alteration in social structure or culture over time especially in behaviour patterns and culture, including norms and values. Up to a certain point, social change is identified with cultural change since all culture is social in its origin, meaning and usage. In short, social change implies a replacement of what has stayed too long even though it may be a good custom, although certain human values like beauty, goodness and truth are everlasting. (IESS 2010: 17: 4481).

Choice: values/Valuing: The choices that are made based on system of values" i.e what is considered good, desirable or worthwhile. For instance, an object has economic value if it becomes a means to satisfy material desires. It is common knowledge that we value money or material things not for their own sake, but for the enjoyments they make possible. Thus, economic values is instrumental rather than intrinsic. Collective conception of what is good or bad, right, moral and desirable in a culture. Values provide the broad foundations for specific

normative regulation of social interaction, the shared judgments of people in communities. (IESS 2010: 19:5100 – 1).

Multiple Causation – Events do not just happen as a result of only one factor but by multiplicity of factors hence, multi variate explanation: which is in contrast to menopausal approaches. It stresses the interaction of several factors operating simultaneously to cause the formation of certain events. (IESS, 2010,Vol. 13: 3353).

Both Social Studies and Social Sciences are similar in focus and roles; hence "up to a certain point, the terms social studies social science and Social Sciences may be used interchangeably in as much as they are all systematic investigation of human societies and social behaviour"(Gross et.al 1978:76).

It is on this basis that both social studies and social sciences are bedmates.

Statement of the Problem

Ogor (2008) identified five value components in social studies as: respect for fellow humans, honesty, dignity in labour, patriotism and loyalty and submitted that these five values are necessary ingredients for national security.On the other hand, Yusuf, Agbonna and Onifade (2010) conducted a study on adequacy of social studies curriculum for national security. There is therefore a gap; which this research intends to fill i.e. investigating the adequacy of the eleven core social science concepts in tackling the current national security challenges.

Research Questions
  i.   To what extent are the social science core concepts adequate to meeting the current national security challenges?
  ii.   Which of the core concepts is most acceptable to the university lecturers and which is the least in meeting the security challenges?
  iii. What are the lecturers' view points on how these concepts should be taught to the social science students?

Methodology

The survey design was adopted for the study. A 20 – item questionnaire was administered to 75 lecturers in three universities of Prince Abubakar Audu University, Anyigba, Salem University, Lokoja and Federal University, Lokoja all of which are located in Kogi State, Nigeria. The instrument was divided into two parts: Part one contained items one to eleven (1 – 11) which required opinion of the respondents on the adequacy of each of the social science core concepts for the current national security challenges while part two consisted of items twelve to twenty (12 – 20). These items were structured on a four – point Likert scale of strongly Agree, Agree, Disagree and Strongly Disagree. The research questionnaire was content validated by three lecturers in the Department of Arts and Social Science Education, Federal University, Lokoja while the test – re – test procedure was used to ascertain the reliability by being given to eight education lecturers in University of Abuja and the process was repeated two weeks after and, the internal consistency of 0.82 was attained. Finally, frequency counts and percentage analysis were used for processing the data collected.

Results

Research Question One: To what extent are the social science core concepts adequate to meeting the current national security challenges?

Response scores of each respondent on the adequacy of the social science core concepts to meeting the current national security challenges were subjected to percentage analysis and mean scores. Given that the 20 items in the questionnaire were structured in a four-point scale type; the minimum; maximum and mean score of respondents were 48, 76, and 62.5 respectively. The scores were divided by two responses: Adequate and not Adequate and the cut – off of 2.5 was obtained. Therefore, for all the 20 items in the questionnaire; scores ranging between 20 – 50 and 51 – 80 signified Not Adequate and Adequate respectively. The lecturers' scores are thus tabulated below:

Table 1: Adequacy of the Social Science core concepts to meeting the current security challenges

Score Range	Frequency	Percentage	Responses
20 – 50	06	12.5%	Not Adequate
51 – 80	69	87.5%	Adequate
Total	**75**	**100%**	

The table one above shows a total of 75 lecturers in Social Science Education Department across three universities responding to the adequacy of the social Science concepts in meeting the current national security challenges. 69 of them (87.5%) indicated that the concepts are adequate while six (6) of them (12.5%) responded to the contrary.

Research Question Two: Which of the core concepts is most acceptable to the university lecturers and which is the least in meeting the security challenges?

Table 2: Mean and Ranking order of the lecturers' response to the social science core concepts.

Social Science Core Concepts	Mean	Rank	Remark
Social Change	3.7	1st	Adequate
Resources and resource allocation	3.4	2nd	Adequate
Conflict and conflict management	3.4	2nd	Adequate
Power	3.4	2nd	Adequate
Habitat	3.3	5th	Adequate
Institutions	3.3	5th	Adequate
Interaction, Competition, co-operation	3.3	5th	Adequate
Culture	3.1	8th	Adequate
Technology and industrialism	3.1	8th	Adequate
Choice: values/valuing	3.1	8th	Adequate
Multiple causation	2.4	11th	Not adequate

Table 2 above shows the mean score and ranking order of the eleven (11) Social Science core concepts in the order of acceptability for meeting the security challenges. Meanwhile, item 9: Social change was the most acceptable concept with a mean score of 3.7 out of the obtainable 4; since 2.5 was the cut-off, it is only item 11: multiple causation that was considered not adequate since it did not meet the cut-off.

Research Question Three: What are the lecturers' view points on how these concepts should be taught to the social science education students?

Table 3: Mean and Ranking order of participants' responses on how the concepts should be taught

Instructional Process	Mean	Ranking
Use of suitable teaching methods	3.7	1st
Use of appropriate material resources	3.4	2nd
Clarity of objectives in the lesson plan	3.2	3rd
Use of field trip/Excursion	3.2	3rd
Comparative study of terrorism with global referencing	3.2	3rd
Use of team teaching with multi-disciplinary approach	3.0	6th
Use of appropriate resource persons	2.9	7th
Application of electrically operated resource materials	2.8	8th
Emphasis on e-learning and internet browsing	2.7	9th

Table 3 above indicates the order in which the respondents viewed the instructional process and how it should complement the teaching of the social science core concepts. The use of suitable teaching methods ranked 1st while the emphasis on electronic learning and internet browsing ranked 9th. All the items of instructional process were scored beyond the 2.5 cut-off. This shows that all the items were acceptable to the lecturers in complimenting the teaching of the eleven (11) social science core concepts under study.

Discussion of the Findings
The findings of this study revealed that 69 respondents out of total 75 which represents 87.5% sampling believed that social science core concepts under study were adequate for meeting the current national security challenges. This finding was expected and it is consistent with that of Ogor (2008) who in the study on value components in social studies discovered that 79.04 percent of the respondents found the value components to be adequate.

Adequate inclusion of integrating social science concepts as well as acceptable measures of value components should be taken to consideration in developing the social science education curriculum. This is because ensuring national security is not just about adding topics, concepts or themes to the curriculum. Rather, it is about mind transformation through the acquisition of appropriate skills and attitudes which will empower the learners to seek, protect and maintain a culture of security.

The implication is that, mind transformation goes beyond subject matter issues to include all aspects of learning that touch on the behaviour of the learner. In addition, emphasis on e-learning and internet browsing ranked least of all the 9 instructional processes brought forward; though it was viewed adequate and acceptable to the respondents as to complement the teaching of the core concepts. This response might possibly be intended to limit the influence of youths being exposed to negative values on the internet. This further implies that for a teacher to use e-learning and internet browsing, it must have to be supervised and properly coordinated by the teacher in order to rescue the learners from being overridden by negative influence(s).

Conclusion
Having derived from this study that the identified social science core concepts were generally acceptable to the majority of the respondents (87.5%) and 10 of the 11 concepts as being judged

adequate in meeting the national security challenges, it becomes imperative for the government at all levels to pay a deserving attention to education more especially in the area of funding. This is capable of attracting the youths to learning thereby enhancing enlightenment, mind transformation and security consciousness for optimum growth and sustainable development.

Recommendations
The following recommendations deriving from the findings are hereby proferred as follows:
a.   Experts in social sciences courses should team-teach their students using suitable instructional processes to ensure mind transformation, peace education and a culture of security.
b.   Government at all levels should prioritize education from the primary to tertiary level to avoid the breakdown of social stability. For example the instance of ASUU strikes as well as NASU, SSANU, NAAT, ASUP, COEASU etc is generally unacceptable.
c.   Teachers, lecturers and all educational workers should be motivated for optimal progress in the education industry in particular and the entire nation in general to enhance peaceful co-existence and sustainable development.

References

Ajibade, J. O. (2013). Youths view About Causes, Effects and Measures for curbing Terrorism in Nigeria. *Nigerian Journal of Social Studies Vol. XVI (1)*. April.

Brwone, R. S. et. al (1972). *The Social Science: A contemporary view of the social sciences*. Cambridge: Winthrop Publishers Inc.

CESAC (1981). *Nigerian Secondary Schools Social Studies Projects Book 1, 2, and 3* Published jointly CESAC and H.E.B.N.

Gross, E.R. et. al (1978). Social Studies for Our Times. New York: John Wiley and Sons.

Gurr, T.L. (1970) Why men Rebel. Princeton: Princeton University Press.

https: Daily Post Oct. 12th 2022: Nigerian Army Arrest Another Soldier Aiding Terrorists.

https: Daily Post.ng. 17th Oct. 2022: Gunmen Invade popular church, killed 2 worshippers

https: vanguard ngr.com Oct. 13th 2022 Kidnapped Yauri students Cry for help; terrorists threaten to conscript, marry them.

IESS (2010). *International Encyclopedia of Social Sciences*. Shash, S.S India: New Delhi.

Iyamu, E. O. and Otote, C. O. (2005) Citizen Education in Nigerian Schools: Rationale and Constraints. *Social Studies Quaterly, Vol. (3) 1.*

Mediterranean Journal of Social Sciences Vol. 6 No. 4 52; July. pp 247 – 257.

Ogor, A. P. (2008). The Place of Social Studies in Enhancing National Security in Nigeria. *Nigerian Journal of Social Studies Volume XI (1) 28 – 37.*

Okam, (1998). The New National Policy on Education and Development of Social Studies curriculum for schools. *Nigerian Journal of Social Studies* Vol. 2 No. 2

Okobian, O. S. (1984). A guide to the national curriculum in social studies for the Nigerian Junior Secondary Schools. Nsukka: SOSAN.

Shuaibu, S. S., Saleh, M.A. and Shehu, Y. A. (2015). The Impact of Boko Haram insurgency on Nigerian national security. *International Journal of Academic Research in Business and Social Sciences 5 (6) 254 – 266.*

Torpev, T. F. (2013) Issues of National Unity and Security System in Nigeria. *Nigerian Journal of Social Studies* Vol. XVU 91) April. pp. 61-74.

Ukeje, O. (2000). Teacher Education in Nigeria: Current status, 21st Century Challenges and strategies for improvement Jos: Department of Arts and Social Science Education.

Yahaya, H. (2002). The Real Ideological Root of Terrorism. Darwinism and Materialism Islam Denounces Terrorism; online edition.

Yusuf, A., Agbonna, A., and Onifade, A. (2010) Adequacy of social studies curriculum for national security. *Nigerian Journal of Social Studies XIII (1 and 2) 245 – 260.*