

# Poverty Alleviation Education Integration in Social Studies Curriculum: Implications for Developing Sustainable Skills in Nigerian Child

MEZIEOBI, DAN I. Ph.D  
DEPARTMENT OF SOCIAL SCIENCE EDUCATION  
UNIVERSITY OF NIGERIA, NSUKKA

IGBOKWE, UCHE L. Ph.D  
DEPARTMENT OF ARTS EDUCATION  
UNIVERSITY OF NIGERIA, NSUKKA

DANIA, PETER O. Ph.D  
DEPARTMENT OF SOCIAL SCIENCE EDUCATION  
DELTA STATE UNIVERSITY, ABRAKA, NIGERIA

MEZIEOBI, SAM A. Ph.D  
FACULTY OF EDUCATION  
UNIVERSITY OF PORT-HARCOURT, NIGERIA

## Abstract

The descriptive survey design was adopted in investigating the extent of integration of poverty alleviation education contents in social studies curriculum of Nigeria junior secondary schools. The study was carried out in the six states of the south-south geo-political zone of Nigeria. 180 social studies teachers were purposefully used as respondents for the study. Five research questions guided the study. The study utilized a social studies curriculum content analysis and a 50-item researchers developed questionnaire structured on a 4-point likert modified scale. Mean rating scores were used to answer the research questions. Research findings indicated that poverty alleviation education was not significantly integrated in the social studies curriculum. There are qualitative benefits to be derived from the inculcation of poverty alleviation education, social studies teachers were not aware of the need for the inculcation of poverty alleviation education through social studies instruction, in addition, there were potential obstacles mitigating the integration of poverty alleviation education in social studies curriculum. Some of the established strategies for achieving integration of poverty alleviation education in social studies curriculum were: constant curriculum revision, expansion of social studies curriculum on national economic issues, emphasis on productive living amongst others. Conclusions and recommendations were articulated based on research findings.

## Introduction

Nigeria is one of the typical poor countries of the Sub-Saharan African which is saddled with the problems of poverty reduction alleviation and elimination (Ojie, 2007). Federal Republic of Nigeria (2004) National Policy on education applauds that the objectives of social studies is to equip the learner with basic skills and information to survive and respond to the emerging dynamic challenges and progress of the society. There cannot be an effective social studies programme without value education (on how to develop work habits and orientations for alleviating mass poverty in Nigeria) (Mezieobi & Danlad, 2012).

The need for integration and inculcation of poverty alleviation education in junior secondary schools social studies curriculum in Nigeria, was illuminated by the comments of Dania (2010:11) "for a society like Nigeria where all the sectors of the economy are collapsing, there is an urgent need to reappraise the social terrain and the need to inculcate in the citizenry positive (poverty alleviation education skills and) values" geared at preparing the learner for sustainable living, adjustment to the harsh economic conditions and improvement of the dilapidated economy. The acquisition of skills for learners worthwhile contribution to the growth of Nigeria's economy is further buttressed by Ibezim (1999:68) observation "...a population with more skilled manpower is likely to produce more". Productivity enhances the scope and level of national economic advancement with business enterprises, materials, services and products for economic interrelationships and exchange.

Poverty alleviation education integration and inculcation in social studies curriculum of junior secondary schools in Nigeria is ideal for the youth in Nigeria in order for them to be encouraged and prepared to make viable in put into the economy in future. To espouse the concept poverty alleviation education, Mezieobi and Njoku (2012:196) said:

...poverty alleviation education is aimed at eradicating the level of poverty in a country as Nigeria and other countries, by exposing learners on the acquisition of values for self-reliance, discipline, honesty, hard-work, creativity and creative discoveries to improve the economy. It is meant to produce citizenry who are job creators and prospective investors, rather than parading national society in which most of the citizens are substantially dependent on the search for scarce existing white collar jobs.

Mezieobi and Mezieobi (2012) remarked that social studies in the Nigerian experience is integrated in contents, pedagogies and materials to address real life situations. Integration in this respect, is in terms of blending different shades of knowledge, transformation, methods and materials from social sciences, humanities and even physical sciences. Integration of poverty alleviation education into social studies curriculum, entail the inclusion of poverty alleviation education as a content issue in social studies in view of the increasing level of unemployment and poverty level in Nigeria. Accounting for the state of unemployment in Nigeria, for which skills for poverty alleviation through social studies is paramount, Onuka and Olaitan (2007):13) remarked "Nigeria is currently experiencing problems of unemployment and rural-urban migration. These have been compounded with high turn out of school leavers and university graduates every year, who may not be employed". Enhanced productivity and greater economic empowerment may lead to higher standard of living among families (Okore, 2005), this is what social studies curriculum laden with poverty alleviation education intends to achieve? The skill of productive existence will help in minimizing waste of resources, unproductive economic life style and extreme dependence on white collar jobs to be provided solely by the government. Against this background, Clinton (2000) suggests that Nigeria should broaden her economic base and vigorously promote poverty alleviation programmes, this is because the oil resources has not significantly addressed glaring poverty conditions as: food crisis, high health cost maintenance, dilapidated social infrastructures, exorbitant access to education, general insecurity among others.

The social studies curriculum needs to be reviewed from time to time to ensure adequacy, strengthening, renewal and to meet the trend of time (Usulor, 2009:32), pragmatic social studies education ought to provide education to induce work habits, attitudes for self reliance, discipline and entrepreneurial orientation. Anwukah (2005) remarked that a responsive (social studies) curriculum is designed to embrace innovative diverse citizenry needs, emerging knowledge and information, including the application of knowledge for the advancement of the society.

The real achievement of the goal objects of social studies at all levels of the education system to the satisfaction of all (campaigners of pragmatic innovative social studies curriculum enrichment with poverty alleviation contents and strategies for grooming productive skilled citizenry for national development in Nigeria), depends more than any other factor on how effectively the teaching competencies of the social studies teachers (Mezieobi & Mezieobi, 2012:42). It is imperative that teachers are competent to identify the extent to which poverty alleviation education are integrated into the social studies curriculum of junior secondary schools as the direct transmitters of the social studies curriculum. In addition, contents is to be selected to reflect the culture, needs demands and aspirations of the society. What is to be taught in (social studies) must be current knowledge, skills and attitudes and values that will effectively empower the learners to be functional members of their society (Offorma, 2005).

Mohammed (2005) frowns at the accelerated expansion in education in Nigeria, which is not correspondingly matched with quality, this is in terms of provision of requisite instructional resources and application of knowledge to realistically reflect practical experiences in the society. To complement the role of social studies in inculcating poverty education, Weiss and Shwarz (1996) contribute that positive parenting or interrelationship between parents and their children generate good work skills and inter personal relations which are ideal for developing positive behaviour towards work. A productive society or nation is greatly distanced from poverty excessive dependence. Similarly, Yusuf, Agbonna and Yusuf (2009) in a study on the influence of parenting styles on junior secondary school students performance in Ilorin Emirate of Nigeria, found that parenting style adopted had influence on students academic performance. The result further revealed that authoritative parenting style enhanced optimal performance of students. The work ethics and how meaningfully the child should contribute to the growth and development of the country's economy are induced from families. It is lamentable that "many Nigerian families are dis-empowered by family size, many of the members which are not economically self-sustaining and productive" (Uzozie, 2007:27). Relating the essence of social studies in infusing skills for self survival, Mezieobi and Ediyang (2013) observed that social studies is a value laden course of instruction meant to equip the learner with the cognition, values, attitudes and functional skills to survive in an ever dynamic society, replete with sporadic changes in formation technology, values and knowledge.

#### **Research questions**

The following research questions have been posed to guide the study.

1. What is the integration relationship between social studies and poverty alleviation education?
2. What are the implications of poverty alleviation education inculcation through social studies curriculum?
3. Are social studies teachers aware of the need for inculcating poverty alleviation education content through the implementation of social studies curriculum?
4. What are the obstacles mitigating the integration of poverty alleviation education into social studies curriculum?
5. How can the integration of poverty alleviation education in social studies curriculum be achieved?

### **Method**

Descriptive research was adopted for the study. This was done to solicit the direct response of the respondents. The study was carried out in six South-South geo-political state regions of Nigeria, which are Edo, Delta, Rivers, Bayelsa, Cross River and Akwa Ibom. The population of the study consists of all the social studies teachers in junior secondary schools in South-South Geo-political zone of Nigeria. 180 social studies teachers in junior secondary schools across the states used in the study were sampled. Purposive simple random sampling technique was used in proportionate measures, such that 30 teachers were sampled in each of the states. The selection of respondents was based on state location, Education zone and gender.

Social studies curriculum content analysis, including 50 item questionnaire designed by the researchers titled “poverty alleviation education integration in junior secondary school social studies curriculum” was the main instrument of the study. The instrument of the study was validated by two social studies lecturers in University of Benin and University of Calabar. Two experts in Research, Measurement and Evaluation at University of Port-Harcourt and Delta State University Abraka face validated the instrument for clarity and appropriateness. The ambiguities in the research instrument was corrected and strengthened for the study. Test retest method was used in determining the reliability of the instrument. A reliability index of 0.69 was established, which was considered suitable for the study. The instrument of the study was directly administered by the researchers with the help of two research assistants. The researchers covered four states, while the research assistants covered the remaining two states. This research approach recorded a 100% retrieval of questionnaires from social studies teachers in junior secondary schools, who were the direct respondents. The research questions were answered through the use of frequencies, percentages and mean. A response rate of 3.5 – 4.00 was rated as Strongly Agree (SA), 2.5 -3.49 was rated as Disagree (D) and 0.5 – 1.49 was rated as Strongly Disagree (SD). A mean ( $\bar{x}$ ) score value of 2.50 and above will be regarded as Agree, while responses below will be regarded as disagree.

### **Statement of the problem**

There is increasing poverty, starvation, misery and unemployment in developing nations of the world including Nigeria. This scenario has generated the quest for functional and pragmatic education capable of equipping the learner with the skills to survive in a harsh economic environment. In view of the increasing rate of poverty in Nigeria, there is a wide perception that the integration of poverty alleviation education in junior secondary school social studies curriculum, would be a preparation ground for infusing entrepreneurial values for self reliance and productive living style in the Nigerian child for future development of the economy.

Against this background, this study is determined to investigate the following interrogative questions, which constitute the problem of the study. They are as follows: To what extent is poverty alleviation education integrated into social studies curriculum? Are there benefits to be derived by the learners from the inculcation of poverty alleviation education through social studies instruction? To what extent are teachers aware of the need of inculcating poverty alleviation education? Are there obstacles posed against the integration of poverty alleviation education in social studies curriculum? And What strategies can be devised for the integration of poverty alleviation education in social studies curriculum?

## Presentation of results

**Table 1:** Responses on the extent of relationship of poverty alleviation education integration in junior secondary school social studies curriculum.

N = 180

Content of social studies curriculum	Related F		Not related F		Decision
	F	%	F	%	
Meaning of social studies.	63	35	117	65	NR
Social environment.	100	56	80	44	R
Cooperation and conflict.	50	28	130	72	NR
Social institution.	58	32	122	68	NR
Civic rights and obligation.	63	35	177	65	NR
Nigerian cultural patterns.	40	22	140	78	NR
Historical origins.	45	25	135	75	NR
Common Heritage and national symbols.	35	19	145	81	NR
Physical environment	37	21	143	79	NR
Leadership and followership	46	26	134	74	NR
Educational institution.	40	22	140	78	NR
Development and growth.	120	67	60	33	R
Societal changes.	110	61	70	39	R
Science, technology and society.	65	36	115	64	NR
National economic life.	140	78	40	22	R
Origin of man.	38	21	142	79	NR
Social environment II	123	68	57	32	R
Institutions.	60	33	120	67	NR
Socialization	40	22	140	78	NR
Lack of cooperation and its effects.	54	30	126	70	NR
The world and its people.	60	33	120	67	NR
National economic life II.	150	83	30	17	R
World Transport and communication.	57	32	123	68	NR

Generated information from social studies curriculum content analysis showed that social environment (56%), Development and growth (67%), societal changes (61%), National economic life (78%), social environment II (68%) and National economic life II (83%) are poverty alleviation education related content on social studies curriculum. While the social studies content not related to poverty alleviation are meaning of social studies (65%), cooperation and conflict (72%) social institution (68%), civic rights and obligation (65%), including Nigerian cultural patterns (78%), Historical origins (75%), common heritage and national symbols (81%), Physical environment (79%), leadership and followership (74%), Educational institution (78%), leadership and Science, technology and society (64%), origin of man (79%), others are institutions (67%), socialization (78%), lack of cooperation and its effects (70%), The World and its people (67%) and world transport and communication (68%). It can be established based on research data information that poverty alleviation is not significantly integrated into social studies curriculum of junior secondary schools in Nigeria. It is therefore crucially necessary for significant integration of poverty alleviation education into social studies curriculum, in order to make the subject more pragmatic and functional to contemporary societies need to alleviate growing youth unemployment and rapidly expanding poverty rate in the polity.

**Table 2:** Implications of poverty alleviation education inculcation through social studies curriculum.

N = 180

S/N	Item focus	SA	A	D	SD	EFX	$\bar{X}$	Decision
1.	Development of work habit amongst learners.	160 40	240 80	80 40	20 20	500	2.8	Accept
2.	Acquisition of basic skills and information for economic survival.	132 33	225 75	64 32	40 40	461	2.6	Accept
3.	Orientation on poverty alleviation.	400 100	180 60	20 10	10 10	610	3.4	Accept
4.	Contribution to the growth of the economy.	108 27	243 81	52 26	46 46	449	2.5	Accept
5.	Exposition that population with effective manpower produce more.	252 63	237 79	32 16	22 22	543	3.0	Accept
6.	Preparing learners to respond to economic challenges.	284 71	246 82	40 20	17 17	587	3.3	Accept
7.	Increase the number of unemployed youths.	0 0	60 20	120 60	100 100	280	1.6	Reject
8.	It will help in overload of the curriculum.	40 10	66 22	170 85	63 63	339	1.9	Reject
9.	The learner will not acquire adequate skills to survive in harsh economic environment.	52 13	111 37	108 54	76 76	347	1.9	Reject
10.	Teachers task of teaching is distorted.	80 20	33 11	160 80	79 79	352	2.0	Reject
11.	Eradicating the level of poverty.	88 22	276 92	58 29	37 37	459	2.6	Accept
12.	Acquisition of values for self reliance.	100 25	249 83	80 40	32 32	461	2.6	Accept
13.	To induce entrepreneurial orientation.	132 33	252 84	66 33	30 30	480	2.7	Accept
14.	Training citizens as job creators.	240 60	240 80	26 13	27 27	533	3.0	Accept
15.	Preparing citizens as prospective investors in the economy.	120 30	351 117	40 20	13 13	524	2.9	Accept
16.	Acquisition of values for creativity.	160 40	240 80	60 30	30 30	490	2.7	Accept

The presented data in table 2 revealed that poverty alleviation inculcation through social studies have great implications for developing learners work habit (2.8), acquisition of skills for survival (2.6), orientation on poverty alleviation (3.4), contribution to economic growth (2.5). Other positive implications are: skills acquisition induces productivity (3.0), learners preparation to respond to economic challenges (3.3), eradicating the level of poverty (2.6), acquisition of values for self reliance (2.6), to induce entrepreneurial orientation (2.7), preparation for prospective investment (2.9) and acquisition of values for creativity (2.7). The study rejected that poverty alleviation education inculcation through social studies will increase the number of unemployed youths (1.6), overload of the social studies curriculum (1.9), distortion of teaching (2.0) and the learners inability to acquire useful skills to survive in a harsh economic environment (1.9). Based on research findings, it is imperative that effective inculcation of poverty alleviation education through social studies instruction will improve the potentials and skills of learners to confront, survive and contribute to the advancement of the Nigerian economy through their ingenuity creativity and productive living life style.

**Table 3:** Teachers awareness of the need to inculcate poverty alleviation education through social studies instruction.

N = 180								
S/N	Item focus	SA	A	D	SD	EFX	$\bar{X}$	Decision
17	Social studies teachers are aware of the need to inculcate poverty alleviation education.	40 10	90 30	100 50	90 90	320	1.8	Reject
18	I stress greatly on poverty alleviation.	40 68	60 20	130 65	85 85	315	1.8	Reject
19	I embark on research to make the teaching of social studies pragmatic.	240 60	300 100	20 20	10 10	570	3.2	Accept
20	The curriculum stresses less on poverty alleviation	40 10	60 20	160 80	70 70	330	1.8	Reject
21	I have difficulty in organizing lessons to blend poverty alleviation.	312 78	258 86	20 10	6 6	596	3.3	Accept
22	There are inadequate materials on poverty alleviation.	288 72	249 83	40 20	5 5	582	3.2	Accept
23	I am prepared to teach poverty alleviation.	40 10	120 30	160 80	60 60	380	2.1	Reject
24	I update my teaching capability through regular attendance of conferences.	0 0	60 20	100 50	10 10	270	1.5	Reject
25	Teachers attendance of seminars may increase information on poverty alleviation.	292 73	243 81	28 14	12 12	575	3.2	Accept
26	Vocational issues are not effectively emphasized in social studies lessons.	248 62	288 96	24 12	10 10	570	3.2	Accept

Data analysis in table 3 showed in item 17 (1.8) that social studies teachers are not aware of the need to inculcate poverty alleviation education through social studies instruction. Items 18, 20, 23 and 24 revealed that social studies curriculum teachers stress little on poverty alleviation, the social studies curriculum is not prominently integrated with poverty alleviation education contents, teachers are not prepared to teach poverty alleviation and that teachers are not exposed to regular conferences to update their instructional competencies. Item 19 indicate that teachers tried to make the teaching of social studies functional, while item 21, 22, 25 and 26 respectively revealed that teachers have difficulty in organizing lessons on poverty alleviation, there are indications of inadequate materials for teaching poverty alleviation education, teachers regular attendance of seminars may improve their potentials for teaching poverty alleviation and that vocational issues are not effectively emphasized in social studies lessons. The result generally showed that teachers are not likely to teach poverty alleviation education effectively through social studies because of inadequate materials and the nature of the curriculum which did not emphasize poverty alleviation education. Therefore social studies curriculum in junior secondary schools in Nigeria need to be revised, renewed and integrated with poverty alleviation education, in view of the spreading rate of poverty in the Nigeria socio-economic environment.

**Table 4:** Obstacles mitigating the integration of poverty alleviation education in social studies curriculum.

N = 180

S/N	Item focus	SA	A	D	SD	EFX	$\bar{X}$	Decision
27.	There is slow revision of social studies curriculum.	240 60	180 60	84 42	18 18	522	2.9	Reject
28.	Topics on poverty alleviation education are insignificant in social studies curriculum.	328 82	288 96	4 2	0	620	3.4	Accept
29.	Unproductive economic life style affects self reliance ventures.	214 61	211 73	74 37	8 8	545	3.03	Accept
30.	There is high level of dependency on white collar jobs.	208 52	210 70	92 46	12 12	522	2.9	Accept
31.	Students are not interested on vocational lessons.	240 60	300 100	20 10	10 10	570	3.2	Accept
32.	Teachers are highly encouraged to attend seminars on creative existence.	0 0	30 10	120 60	110 110	260	1.4	Reject
33.	There are enough materials to teach poverty alleviation education.	80 20	60 20	120 60	80 80	340	1.9	Reject
34.	The school time table is overload for effective teaching of poverty alleviation education.	40 10	90 30	100 50	90 90	320	1.8	Reject
35.	Government funds more on science education.	280 70	210 70	58 29	11 11	559	3.1	Accept
36.	Teachers are poorly trained to integrate knowledge.	80 20	90 30	126 63	67 67	363	2.02	Reject

Data information derived from research result showed that there are potential obstacles mitigating the integration of poverty alleviation education in social studies curriculum. Items 27, 28, 29, 30, 31 and 35 revealed such obstacles as slow revision of curriculum, insignificant topics on poverty alleviation education, unproductive life style, high level dependency on white collar jobs, students limited interest on vocational lessons and government limited interest on funding social studies education in Nigeria. Items 32, 33 and 36 indicated that teachers are not encouraged to attend seminars to improve creativity, insufficient materials, that overload time table is not a factor against teaching of poverty alleviation through social studies instruction and that teachers are not poorly trained. It is imperative that provision of sufficient materials, enriching and revision of social studies curriculum with innovative topics and reorientation of attitudes towards vocational education, would promote the integration of poverty alleviation education.

**Table 5:** Strategies of achieving poverty alleviation education integration.

		N = 180						
S/N	Item focus	SA	A	D	SD	EFX	$\bar{X}$	Decision
37.	Constant review of social studies curriculum.	272 68	237 79	40 20	13 13	562	3.1	Accept
38.	Expansion of social studies curriculum on issues of national economy.	248 62	240 80	60 30	8 8	556	3.08	Accept
39.	Pragmatic use of resource persons.	200 50	300 100	36 18	12 12	548	3.04	Accept
40.	Emphasis on productive living.	240 60	219 73	60 30	17 17	536	2.97	Accept
41.	Inculcation of values for self reliance.	280 70	234 78	20 10	22 22	558	3.1	Accept
42.	Expanding publication on poverty alleviation.	240 60	210 70	50 25	25 25	525	2.9	Accept
43.	Teachers should not be permitted to improve their teaching skills.	0 0	0 0	160 80	100 100	260	1.4	Reject
44.	Government funding of research in social studies should not be encouraged.	8 2	15 5	180 90	83 83	286	1.6	Reject
45.	Vocational education is not useful for the survival of the youth.	52 18	60 20	156 78	70 70	338	1.9	Reject
46.	Traditional values that teach work ethics should be disregarded.	80 20	42 14	158 79	67 67	319	1.8	Reject
47.	Social studies teacher should be resourceful.	200 50	270 90	57 27	13 13	537	2.98	Accept
48.	Computer literacy will not improve teachers potentials on poverty.	12 3	30 10	130 65	102 102	274	1.5	Reject
49.	Teachers emphasis on entrepreneurial orientation.	288 72	246 82	22 11	15 15	571	3.2	Accept
50.	Use of diversified strategies to achieve learners interest.	284 71	279 93	20 10	6 6	589	3.3	Accept

Table 5 result findings indicated strategies for achieving poverty alleviation education integration in social studies curriculum, they are reflected on item 37, 38, 39, 40, 41, 42, 47, 49 and 50, as constant curriculum review, expansion of social studies curriculum on national economic issues, emphasis on productive living, inculcation of values for self reliance, enlarging publications on poverty alleviation education, others are resourcefulness among social studies teachers, teachers focus on entrepreneurial education and use of diversified instructional strategies to stimulate interest in learning. Furthermore, items 43, 44, 45, 46 and 48 rejected the notions that teachers should not be allowed to improve their teaching skills, that government should not encourage research in social studies, including the perception that vocational education is not good for the economic survival of the youth, also discarded was notions that traditional work ethics of commitment to duties should be disregarded and that computer literacy acquisition by teachers, will improve the inculcation of poverty alleviation education through social studies instruction.

#### Discussion

1. The result of the findings of this study revealed that poverty alleviation education is not significantly integrated into social studies curriculum of junior secondary schools in Nigeria. This informs why Anwukah (2005), and Offorma (2005) presented that a pragmatic social studies curriculum should reflect the needs and aspirations of the people. The result findings is not in congruence with Mezieobi and Ediyang (2013) who established that social studies has the potentials to equip the learner with skills to survive in a dynamic economy. In order to make social studies more pragmatic to national needs in Nigeria, Usulor (2009) calls for constant review and renewal of the social studies curriculum.
2. Information generated data showed that poverty alleviation education inculcation through social studies have potentials for inculcating sustainable economic values in the learner. This is in congruence with the objective of social studies education as stipulated by Federal Republic of Nigeria national policy on education (2004), Mezieobi and Njoku (2012) postulation that inculcation of poverty education would reduce poverty is in agreement with the result of this study.
3. It was further revealed that social studies teachers are not aware of the need for inculcation of poverty alleviation education through social studies instruction, the social studies curriculum, teachers



preparation and instructional resources less emphasize poverty alleviation. It was against this background that Mohammed (2005) condemned the expansion of education in Nigeria not matched with teachers and resources. Mezieobi and Mezieobi (2012) emphasized that social studies teachers competencies would be instrumental for effective inculcation of poverty alleviation. In addition, all pragmatic social studies curriculum ought to be functional and constantly revised (Anwukah, 2005, Offorma, 2005 & Usulor, 2009).

4. Information data in table 5 showed potential obstacles mitigating the integration of poverty alleviation education into social studies curriculum. These obstacles calls for effective curriculum innovation in order to make the child an effective learner for societal advancement.
5. Result finding indicated strategies for achieving poverty alleviation education integration in social studies curriculum, they include: entrepreneurial education, emphasis on productive living, enlarging publications on poverty alleviation education among others. Ojie (2007), Dania (2010) and Okore (2005) observed variously that something urgent must be done to reduce the rate of poverty in Nigeria.

### **Implications of the study**

The implications of the study are identified as follows:

1. Integration of poverty alleviation education into social studies curriculum of junior secondary schools would be an encouraging preparation of the youth to make viable input into the growth and development of Nigeria's economy in future.
2. The acquisition of values of hard work, creativity, discipline among others will help the child (learner) to live productive life which is likely to enhance the economy by equipping the society with job creators and investors.
3. It is a process of creating human resources for excellent management of the economy by limiting waste of national resources on unproductive ventures.
4. The inculcation of poverty alleviation education through social studies instruction will induce committed work habits and inject entrepreneurial orientation among the youth, which is ideal for surviving in a harsh and collapsing economic environment.
5. The teachers qualitative competencies are fundamental in achieving effective inculcation of poverty alleviation education through social studies instruction.
6. There is urgent need for expansion of social studies curriculum to accommodate poverty alleviation education and retraining of social studies teachers for effective classroom instruction.

### **Conclusion**

The Nigerian society is beclouded with growing unemployment and increasing rate of poverty among the citizens. It is imperative therefore that poverty alleviation education through social studies education would have serious impact in equipping the child or youth with entrepreneurial skills and positive attitudes for sustenance through productive living life patterns. This study investigated the extent of integration of poverty alleviation education into social studies curriculum of junior secondary schools in Nigeria, the benefit of inculcation of poverty alleviation education, teachers awareness, obstacles mitigating the integration of poverty alleviation education in social studies and strategies of achieving the integration of poverty alleviation education via social studies instruction. Based on the result of the findings, enrichment of the social studies curriculum content with poverty alleviation education is ideal, in order to prepare the youth with requisite skills to stem poverty, unemployment and unproductive living life styles.

### **Recommendations**

Based on the findings of the study, it is recommended as follows:

1. Social studies curriculum should be enriched with poverty alleviation education contents in order to equip the learners with productive skills and orientations for self reliance.
2. The inculcation of poverty alleviation education would not only make social studies education functional, but would equip learners with skills for improving the economy of their nation in future through their creative input.
3. Teachers of social studies are to be trained qualitatively, retrained in view of emerging contemporary issues. The teachers should be encouraged to be resourceful through support for attending conferences, seminary and workshops. In addition, access to information communication technology would help to broaden their research scope.
4. Social studies experts are encouraged to publish materials on poverty alleviation education and make the curriculum to become vocational focused, in order to address the basic functional needs of the society.
5. There is urgent need for government and private individuals to encourage funding of research in social studies in order to focus contemporary issues as poverty alleviation education.

6. Teacher training institutions in Nigeria as Colleges of Education and Universities ought to update their curriculum in line with national economic needs so that their products can effectively teach and inculcate poverty alleviation education through social studies instruction.

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