VOL. 04 NO. 2,
MAY, 2024
E-ISSN 3027-1533
P-ISSN 3026-8648

African Scholar Publications & Research International
www.africanscholarpub.com

Journal of African Innovation & Advanced Studies (JAIAS)

School Curriculum and a New Nigeria

Aramude Victor Eromosele; & Idiakhoa Anthonia
Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State.
aramudeermoselevictor@gmail.com; anthoniaidiakhoa@yahoo.com

Abstract
The present social, economic and political problems in Nigeria that presents itself through unemployment, corruption, political and electioneering conflicts, ethno - religious crises, cultism, the rippling effects of natural disasters, terrorism, armed bandits, adoption of wealthy individuals and famine that combine to create unwholesome life for the teaming masses of the country. As such, it is imminent to find a lasting solution to the emerging social, economic and political woes of the country. It is therefore recommended that education using the right curriculum appropriately applied is the best solution to the emerging multi-faceted problems. The essence of which was to produce morally sound and law-abiding individuals. Traditional education among others fixed each individual well to his/her society. It as well set aside mechanisms through which disputes and other anti-social vices as well as acts that were observed to be inimical to the development of the society were put under check. Peace and progress of each society at the family, village and town levels were guaranteed. The total neglect of some of these vital aspects of our traditional practices especially traditional education with its functionality and the setting aside of some of the mechanism set in motion for peaceful living and meaningful development of each society explain the present state of affairs. Therefore, the answer to correcting these mirage of society ills can be best approach by introducing functional education and peaceful living among the multi – ethnic, multi – lingual and multi – religious groups in Nigeria.

Keywords: Curriculum, Education, Social Problems, Economic Problems, Political Problems, Nigeria.

Introduction
The present disorder and disorganisation found in Nigerian society today in terms of the different social milieu as found in political upheavals, crimes, poor educational and health infrastructures, cultism, unemployment, disarray in the family system, ethno-religious crises, industrial decay among others require prompt attention to make life more meaningful to the teaming masses in the

country. As such, the nation's education and its major vehicle, the curriculum needs to be reviewed and put right to effect prompt changes and correction of the anomalies found in the society. Social Studies as a school subject open its door wide to absorb different aspects that will assist a great deal in correcting the different social, economic and political problems.

Education from time immemorial has been concerned with the transformation of culture from one generation to another. This happens to be the major function and concern of the Sociologists on the role play by education in time past as well as today. Traditional societies are very much concerned with upholding the different aspects of their culture. As human population increased and man was transformed from their culture of going from one place to another in search of fruits to eat to permanent settlements as agriculture was discovered. From their permanent settlements emerged set values, norms, ethics, religion, science, technology, religion and languages among other aspects of culture that became associated with each the different societies that emerged. With time, people from different cultural backgrounds met, interacted and thus cultural interactions and diffusion began. Thus, cultural exchange resulted. Carter Good (1959) defines culture as:

1. The aggregate of the social, ethical, intellectual, artistic, governmental, and industrial attainments characteristics of a group –state or nation by which it can be distinguished from or compared with other groups , states and nations. These include – idea, concept, usages, institutions or associations.
2. The level attained by the individual or social group in the accumulation of knowledge and the integration of social behavior patterns.
3. Good taste in personal conduct, knowledge of the intellectual heritage of the races, appreciation of beauty in nature and a reasonable and consistent personal philosophy. In a more precise term, culture is seen by Ralph Linton (1947) as 'the configuration of learned behaviour and the result of behaviour whose component elements are spared and transmitted by the members of a particular society.' The word configuration here refers to cultural pattern formed as a result of long practice. Such include the method of bringing up children, religious practices, methods of trading and conducting businesses, food and food habits, dressing habits and other ideal of life which often differ from one culture to another.

Education on the other hand was coined from the Latin word EDUCARE meaning 'to lead out' or 'drawing out.' It thus means more than schooling as 'leading out' or 'drawing out' surpass what the school can do. Education according to Carter Good (1959) is 'the art of making available to each generation the organized knowledge of the past.' Therefore, the culture of each society forms a bulk of what is taught and learnt at school (the formal aspect of education). Education according to Smith (1935) is the culture which each generation purposely give to those who to be its successors in order to qualify them for at least keeping and if possible, for raising the level of improvement which has been attained. Sociologists defined education as 'the process of cultural transmission and renewal.' This fix in well to all societies and all ages- literate and illiterate, primitive and civilized, agrarian and industrialized. Frank (2021),'society itself exists through a process of transmission quite as much as biological life.'

Formal education began in ancient Greece through the efforts of men like Socrates, Plato and Aristotle. From here, it extended to The Great Roman Empire which though had superior military power with which it defeated the Greeks. Regardless of this military might, she recognized and maximally harnessed Greeks' superior education. As such, she opened her door to Greeks' education. From Roman Empire, formal education found its way to the present Europe. The expansionist programme of the Europeans that followed the 18th century Industrial Revolution encouraged the extension of formal education to different parts of Africa. Before the coming of western education to Africa, there existed Africa's traditional education that had its root in the people's customs and traditions. Fafunwa (1974) asserts that the indigenous or tradition system of education is as old as man himself. Functionalism was the main guiding principle of African traditional education as individuals were through it inducted into the society and prepare them for adult life. It among others emphasized social responsibilities, job orientation, political participation as well as the appreciation of spiritual and moral values. He went further to identify the following as major goals of Africa's traditional education:

1. The development of the child's latent physical skills.
2. The development of character.
3. Respect for elders and peers.
4. Intellectual training
5. Vocational training.
6. Development of communal spirit and
7. Promotion of cultural heritage.

It also helps a great deal in holding the society together. However, the coming of the Europeans with their culture and western education encouraged the neglect of some vital aspects of Africa's culture and education. As such, most of Africa's virtues, ethics, values, foundational science and technology as well as other aspects of her traditions and culture that once held the different societies together were not only neglected, they were soon forgotten. It is therefore not surprising that the present-day decadence in the society was traceable to the neglect and abandonment of the foundation on which the society forthrightness of the society was laid. The present decadence in the society exemplified by-disruption in the family setting, political and electioneering conflicts, ethno- religious crises, organized crimes, terrorism, cultism, natural disasters and drought that disrupt settlement and encourage famine, unemployment, corruption, human trafficking, drug trafficking among others.

The question remains what is the way out of this social, economic and political menace that is currently bedeviling the country. The question of how the country will overcome these mirages of problems and succor appropriately provided for the present social, economic and political upheaval is inherent in the introduction of the right curriculum that will return the country to those peaceful, loving and united pre- colonial days.

> *"Mackenzie (1942) asserts in his Current Problems Facing the American people, alternative solutions to social difficulties, and the viewing of future possibilities as common centres of attention. The*

immediate community is surveyed and studied. Community needs are analyzed and programmes of action developed… students not only read about the problems in these areas; they actually work out solutions. Parents are brought in frequently to participate and aid the development of solutions to persistent problems of life outside the school. Situations more directly under the school are hacked by students and teachers".

It is therefore not an over statement that school curriculum was once used in America for finding lasting solutions to her mirage of problems. Drawing from the above, the mirage of socio-political and economic problems in the country can be addressed using appropriately the right curriculum. It is interesting to note that Dewey was more specific about this, when he says.

Every society gets encountered with what is trivial… with what is positively perverse. The school has the duty of omitting such things from the environment which is supplies, and thereby doing what it can to contract the influence in the ordinary social environment. By selecting the best for this exclusive use, it strives to reinforce the power of this best. As a society becomes enlightened, it realizes that it is responsible not to transmit and conserve the whole of its existing achievements, but only such as to make for a better future society. The school is the chief agency for the accomplishment of this end (Dewey, 1916).

THE PRESENT SOCIO-POLITICAL ECONOMIC SITUATION IN NIGERIA

AIDS – It was reported that 88 million people now carry AIDS virus and that majority of them live in sub-Saharan Africa. The attendant health challenges, made the individuals affected to vulnerable to her illness that prevents active contributions to the socio-political and economic development of the country.

CULTS – "groups or organization characterized by the use of secrets initiations or other rituals; oaths, grips or signs of recognition between members (Onuga, 1996). It encourages many social evils ranging from destruction of lives and properties, insecurity, open clashes between rival cult groups, destruction of school programmes as well as cases of armed robbery; rapes and threat to the lives of non-members (Wojuade, 2019).

Drug Abuse trafficking: within the last decade, consumption of drugs as well as trafficking has risen drastically in Nigeria. Heroin and Cocaine being the most common alongside traditional drugs which result in like alcohol, cannabis, amphetamines and other dependence producing drugs, social and economic, physical effects in terms of brain damage in the forms of sleeplessness, anxiety, depression and premature deaths. While social damages are also involved in terms of loss of job, family disintegration, expulsion from school, delinquency and criminal offences. All these have significant impact on the socio-political and economic lives of the country (Wojuade & Olusoga 2018).

Human Trafficking: This is one of the social problems that cut across the globe- Nigeria inclusive. This is an organized crime against humanity. It is national and international in nature where two or more persons receive financial rewards for the other who offer herself for service. This has led young and promising women to prostitution and sexual slavery. At the end of it all, it leads to a feeling of inferiority among the women folk, loss of self-esteem, poor performance in school and reduced skilled manpower (Karamise, 2020).

Collapsing Family Life: This is the most personal, most intimate and of course the smallest social group with direct and indirect influence on the nation. It is a focus on attacks by the nation's socio-political and economic woes. Family's role of socialization is gradually being transferred to peer groups and the school, Family stability is at stake as parents are no longer given much say in the choice of partner and above all, education and money is gradually replacing old time love in making marriage proposal. As such, family disorganization in the following forms has become a common feature of present-day Nigeria family: empty –shell family (couple living together as legally married but with little interaction), separation, divorce and dissertation, unwilled absence of one spouse, annulment (where women raise children singlehandedly). Among others, it leads to each of the following –moral laxity, poverty, and increase in the rate of evil in the larger society (Kamanise and Saka, 2021).

Environmental Degradation: The process by which the qualities and potentialities of man's surrounding (environment) is reduced to a low rank. This result from the application of chemical, fertilizers and pesticides to farm, deforestation, burning of bush, over grazing, over dependence and over exploitation of limited natural resources, above it all, poor management of soil through bad farming methods also constitutes a great danger. The consequences of which is the weakening of the structure, stability and productive potential of the soil. Loss of soil fertility; declining crop outputs and disruption of ecological balance that made it difficult if not impossible to feed the teaming population as food production is at arithmetic rate while the nation's population increases at geometric rate (Odunewu, 2019).

Religion and Ethnic Conflicts: Religion and ethnicity issues has become a critical political issue in most African countries especially those that are multi religious and multiculture. As every group wants their people in the helm of leadership and power. There has been great dwell between the majority and minority ethnic groups in Nigeria. It is not uncommon to witness ethnic/religious crisis the most recent being that of Boko-Haram crises. Crisis in the country can been intra-ethnic or inter-ethnic. While religious crisis are traced either to lack of religious tolerance, lack of love, ignorance, use of abusive language by religious leaders, unfairness by the political class to a religious group and condemnation of a religious group by another (Olaoye 2018).

Poverty: This is a state of being poor that has become a common feature of most African Countries. It is a socio-economic situation whereby the resources available to a society are used to satisfy a few numbers of people. While the majority often lack even the basic necessity of life-food, shelter and medical care. This is traceable to unemployment, high population growth, high rate of inflation, insufficient social amenities and slow rate of growth, unfavorable rural institution and over preponderance on subsistent farming. It among others result in each of the following; suffering of large population, social vices like prostitution, armed robbery, child labour, women trafficking and street begging. It slows down national development and it affects the image of the country. Child abuse and neglect are also encouraged. It affects the image of a country, and brings despair, anger and lack of interest in anything expect one's own; worries, financial, emotional and medical problems as well as strain in family ties are common features of poverty-stricken societies.

Food crises: Food is one of the basic necessities of life. Food crisis result when there is shortage of food or when its availability is insufficient to take care of the available population**.** It is an indicator of poverty. This is traced to less attention paid to food production and the economic down turn that prevents her being able to sustain the food inputs which has taken over 40% of her total earnings and agricultural developments (which would have reverse the growing) could no longer be founded from local earning (Areola, 2022). Initiated by over reliance on peasant farmers in crop production, fragmented land tenure system, inadequate storage facilities, migration, as well as difficulties in farmers procurement of farm tools; poor management of research finding, damages from pests and diseases and poor performance or government institutions and official in charge of monitoring/supervision of agricultural production (Wojuade,, 2011).

Corruption: (Ajayi, 2021) sees corruptions as a global issue in public and private institutions. This is use by many politicians to achieve their ambition of gaining access to power. The result includes loss of lives, loss of people's freedom, health and money meant for the whole population in the hands of a few. Many are such trapped in poverty and misery as such. It encourages the breeding of social, economic and political unrest. Sociologist are of the view that the inability of individual to satisfy his basic needs in life and that of his family leads to poverty and poverty ignites corruption. There are certain clauses in the Nigerian constitution like immunity clause and federal character that cause corruption. Lack of incentives and motivations for Nigerians especially public and civil servants in terms of low public salaries initiate corruption. Also, political instability and military intervention encourages corruption. Corruption therefore has left higher population of the country in the object poverty. Very many Nigerians today are living below the survival line.

The political scene is dominated by election rigging, money bag politics where only those that have the resources are sure of winning elections. The elimination of opponents too ate not uncommon. Violent political campaigns with many lives lost and above all, Nigerian politicians are well known for their empty promises. Therefore, today, there are infrastructural decay as politicians are more concern with their own pocket instead of service to the masses of the nation. Schools are empty, hospitals are nothing to write home about, while some viable industries of yester years are now ghost of themselves as our politicians are most fames not sincere to their callings.

Cultural Decay: the foundation of our traditional cultural practices has been hit by our contact with the Europeans and the absorption of some aspects of their culture. The fact remains that an average Nigerian today is of dual culture with the foreign culture most times predominating. The aspect mostly hit being language dressing, food and food habits. There is therefore a need for orientation and cultural revival, so that our much-cherished culture will not go into extinction.

Economic Situation: the discovery of petroleum at commercial quantity and its mining encouraged neglect of agriculture which was the back bone and sustenance of the economy before the discovery. To add to the injury was the development of urban centres that become magnet that attracted able bodied men and women; leaving mostly the aged women and children in rural areas. Today, the economy is a mono economy with petroleum alone taking care of over 90% of her export. Indigenous industries were also abandoned. The attendant problems of lack of capital, lack of spare parts and importation of technology created a lot of problems for imported technology-based industries.

Today, a high percentage of her hard earn money is spent on the importation of food items. The taste for foreign goods as well encourages the neglect of goods produce in Nigeria. All these combined to put the economy in a precarious situation.

Family Break Down: The family which is the foundation of almost everything in the society has been attacked. In the African context, the extended family where the joy or sadness of one is that of all members of the family has been destroyed and replaced by nuclear and individualistic life style. The socialization role of the home is being abandoned and neglected. Today, most homes are highly lacking and not prompt in their function of instilling good moral values, leaving much of its expected functions to the school. The weakness of the bond holding the family together often lead to high rates of divorce and separation which further increase the immorality and unhealthy practices in the larger society.

Using the Curriculum to Resolve Nigeria's Problems

The curriculum is an answer to the all socio-political and economic problems that may be found in our society. The education found in a country to some extent is a reflection of the society at large. Indeed, education is meant to help in cultural preservation, cultural reformation and cultural renewal. The mirage of socio-cultural impasse in the country can only be addressed and Nigeria brought back to her glorious past when the family was well knitted value of hard work, good name, honesty, kindness, transparency, emphasis laid on the tilling of the land (agriculture), location/traditional industries strive, dedication, good governance and value-oriented education were the order of the day.

Today, those novel values cherished has become a thing of the past. The basis of whatever we do in education is the curriculum. The curriculum is the only instrument that can be used to correct the observed wrongs in the society. Today, Nigeria is battling with each of these socio political, economic problems among other – cultism, drug abuse and drug trafficking the source of HIV/AIDS, women trafficking, collapsing family life, environmental degradation, abuse of human right, food crisis, poverty, corruption and instability in government.

The assertion of America 2000 (1991) that "Eight years after the National Commission on Excellence in Education declared us a Nation at RISK", we have not turned things around in education" This is an indication of the potency of education to turn around the socio-political and economic impasse of our society (Tanner and Tanner, 2007).

The ills currently observe in the Nigeria's society can be best address the right paradigms of curriculum to inculcate the right virtues, values, behaviour and character as an antidote towards putting aright the current societal ill and imbalances. This will involve laying emphasis on the learners –his/her needs, interest, abilities, strengths and weaknesses, as well as his/her inadequacies. It will also embrace the kind of society we stand for (and the social ideals concerned). As such, the nature of the child will be conceived differently in a democratic society than a totalitarian society. In a free society, there is the expectation that the curriculum will foster independent (critical) thinking in the context of democratic social responsibility (e.g. respecting the rights of others). In a totalitarian society however, indoctrination is legitimized in the curriculum to ensure the subordination of the individual in service to superior interest of the nationalistic state (Dewey, 1916).

Progressive school of the United States of America commonly designed their curricular in general education to focus on such life-problem area as personal and community health, conservation of natural resources, intercultural relations, world peace, consumer education, technology, housing, vocations and employment as well as economic relations. The most creative and successful efforts in this direction was the Building America series (Newman, 1960). Riggs further had his focus on pervasive problems and issues confronting contemporary society. Bestor (1956) contends that when the school divorce itself from contemporary problems and issues, it is failing to meet its responsibility to students as citizens. This is because the future has its roots in the present, and because the rising generation represents

future society, the school that holds itself oblivious to problems and issues of contemporary life is denying its students learning experiences that are essential in building a better society.
The need for "relevance" during the late 1960s and early 1970s in America witnessed a reemergence of efforts to re-open the curriculum to the treatment of pervading social problems. However, instead of the earlier efforts geared towards total curricular reconstruction and synthesis as found in problem-focused, integrated-core curriculum, the later made allowance for these needs by adding new and specialized courses the elective options though a kind of ware house curriculum.
Today social problems at home and abroad would seem to augur for a renewal of problems-focused study in the curriculum in general education or the core curriculum at all levels. The school according to Dewey (1916) has a special mission to equip the rising generation with the skills and ideas of building a better society not merely to preserve the status quo. This means the schools have a responsibility to counter the perverse effects of society on youths and ensure that work experience for in-school youth be monitored by the school to see to it that it is educative and exploitative moral education.
Many contemporary educators who reject the traditional precepts of moralists' education choose to see morality as something beyond intelligence. Why aim at intelligence more than personal sensitivity or aesthetic awareness or oneness to other or the growth of feeling?" asks Maxine Greene (1973). Such a question conceives of intelligent and morality too narrowly and creates a schism between the two, is the truly intelligent individual not aesthetically aware? Is he or she closet minded or insensitive to the ideas and feelings of others? If we conceive of intelligence and morality too narrowly and creates a schism between two, is the truly intelligent individual not aesthetically aware? Is he or she closed-minded or insensitive to the ideas and feelings of others? If we conceive of intelligence merely as a command of a high degree of technical worth-knowledge or having a high intelligent quotient, a case can be made for viewing morality as something beyond intelligence. But we conceive of intelligent and knowledge as organically connected with conduct, such intelligence and knowledge bind individual growth to social growth. Morals that are not shaped and directed by intelligence tend to be reduced to mere lists of slogans to catechistical commandments. If school studies are taken merely as knowledge acquisition, Dewey opines, they have only a narrow technical with, but when they are engaged in "under conditions where their social significance is realized they feed moral interest and develop moral insight (Dewey, 1916).
A critical study of the present curriculum indicates that there is no real provision made for real study of inter group relationship and conflicts. After a critical examination, a revision can be made in Social Studies and or Civic Education better still, amore substantive curricular change. In this wise, a problem-focused unified curriculum might be developed in which History, Social Studies and Literature are synthesized. Through the unified studies curriculum, students would investigate the causes, effect and possible solutions to intergroup conflict bin the school and the societal along with other pervading problems. Key educational and derived from this situation might be to develop understandings, skills, and obligations for applying develop competencies in and commitment to reflective thinking as the means for solving social problems. Various behavioural objective might be identified in connection with these larger educational aims (not to be construed in the narrow-minded behaviouristic sense. In evaluating the outcomes of the curriculum, a various techniques and instruments might be employed and attitude scales, pupil's questionnaire, group interaction studies, anecdotal records and achievement test can be involved. Not only Paper Pencil Test (PPT) as it is the current practice. Thus, not only do the learning experiences here focus on the cognitive domain all the psychomotor. In the light of this, the curricular content, methods of teaching and organization

become necessary in an attempt to deal with the situation identified effectively. Moreover, special techniques and instruments for evaluation, may be required quite different from what is presently obtained.

In a similar vein, moral orientation will have to follow the same pattern. With practical class moral lessons put across to the learners in History Social Studies Literature and other relevant subject through dramatization and discussion, teachers making themselves good role models. References can also be made to the study of the lives of individuals and groups that once lived and lived a good moral life that is worth of emulation. Better still, special references can be made to individuals in the classroom that exhibit good moral life in the classroom or the school.

Economic re-orientation is needed by making the traditional economy the foundation of our economic re-engineering. This will involve a total review of the curriculum in Economics, Agricultural science and entrepreneurship education making due to course to the traditional Agricultural practices and industries combine appropriately to find a good base for our economy. This will involve good combination of the efforts in science and technology. The method of education will also need to change emphasis pnm theory as found in schools' natural resources in finding real economic breakthrough to the nation's economic problems as found in China that once closed her doors to almost all importation and looked inward for solutions to her economic problems. Today, they have become a power to be reckoned with in science and technology. This will change Nigeria from being a mono economy. The revival of Kano leather works and other well-established traditional industries live. Nupe glasswork and Brass work in Benin. Well established weaving in Iseyin (Oyo state) and Ebiraland (Kogi State) can be revived with a taste of modern technology to encourage mass production. The emphasis of entrepreneurial subject school be mostly raw materials and required indigenous technology that are readily available can be the foundation of our economic breakthrough.

On the food crisis: The emphasis should begin from a re-orientation to encourage our traditional food orientation of all to encourage our traditional food and food habits. Then agricultural revival will be needed to encourage mass food production. Agriculture in a real term should be made compulsory at all levels of the nations' education. Agriculture laying emphasis on the practical aspect on a 60:40 basis," each school possess a piece of land where Practical Agriculture will be practice and emphasis place on the common agricultural practice of the area. A day of the week may be set aside where Practical Agriculture is observed in each school. While the government make available useful tools to be used in such practical class ably maintain by teachers and the school management. The government will also need to assist schools in urban centers to have their private farms in rural areas and assist their students to get to such farms on their practical Agricultural days. It will not be out of place that the government will do well to assist in buying the produce of those farms to encourage further production.

Conclusion

The present socio-political and economic conditions of the county need an urgent attention from those in government like Americans and the Chinese used their education to address their emerging problems in time past. Education through school curriculum be adequately involve in correcting the present sociology economic and political impasse to make life more meaningful and worth living. Nigeria too can positively earnest education to address this problem and re orientate the people towards a sound belief on our power to change Nigeria for better practical aspects of economic agriculture and revival of our traditional industries and

moral values will be required to appropriately address the present mirage of socio-political and economic impasse.

Recommendations

It is therefore recommended that curriculum experts rise up to the challenge of reshaping the national curricular of the different levels of education to address the mirage of problem presently being experience in the country. As the problems of unemployment, cybercrime, terrorism, hooliganism, illiteracy and a host of others. Then the government should be ready to support the efforts of curriculum experts with the required political good will to see that their plans see the light of the day.

REFERENCES

Adelodun, I. J. (2001). *Effects of Western Culture on Nigeria and* Nigerians. London: Hodder &Stoughton.

AjayiJ. K. (2021). *Corruption* in J.O. Ogunbiyi (Ed.)*Contemporary public issues*. Lagos: Nathy Publishers.

Areola, J. O. (2002). *Nigeria Today*. Ibadan: Royal People Nigeria Ltd.

Bestor, A. E. (1956). The Restoration of Learning. London: Allyn & Bacon

Carter Good (1959). Dictionary of Education. 2nd Edition. New York: McGraw-Hill Book Company Inc.

Davies, O. R. (2019).*Understanding Human Society*. Boston: Allyn and Bacon.

Dewey J. (1916).*Democracy and Education*. New York: Macmillan

Egbert, R. A. (2002). *The Way out of society's Multi various problems*. London: Edward Elgar Publisher.

Fafunwa, A. B. (1974). History of Education in Nigeria. London: George Allen Unwin Limited

Frank T. (2021). *Influencing Positive Changes in our Societies*. New York: PlenumPress.

Greene, M.S. (1973).*Teachers as strangers*. Belmont, CA: Wadsworth.

Karamise D. B. (2018*). Causes and Ways out of Family Disintegration*. Thousand Oak, CA: Sage Publications.

Karamise, B.T. and Saka, L.A. (2021). *Collapsing Family Life in* J.O. Ogunbiyi (Ed.) *Contemporary Public Issues*. Ikeja: Lemic Production.

Linton, Ralph (1947). The Science of Man in the World Crisis. 2nd Edition. New York: Columbia University Press.

Makenzie, G. N. (1973). Moral Intelligence and its Relative Demographic factors in academic and non-academic cheating students at Harare University.

Newman J. Jr. (1960). New Curriculum for Transformation in America. New York: Macmillan

Odunewu, K.A. (2019). *Environmental degradation* in J.O. Ogunbiyi (ed.) *Contemporary Publi*

Ogundare, H. I. (2018). *Education and Positive Changes in Human Societies*. New York: Infobase Publishing.

Olaoye, B.S. (2018). *Religious and Ethnic Conflict* in J.O. Ogunbiyi (ed.) *Contemporary Public Issues*, Ikeja: Lemic Production.

Onuga I.J. (1996). *Nigeria: Problems and prospect*. Enugu: FEP publishers.

Ralph Linton (1947). Cultural Background and Personality. London: Kegan Paul.

Tanner, D & Tanner (2007). *Underdevelopment: theory into practice.* Upper saddle River, New Jersey: Harper & Row

Wojuade J.I. (2011). *Food crisis* in J.O. Ogunbiyi (ed.) *Contemporary Public Issues*, Ikeja: Lemic Production.

Wojuade A. and Olusoga O. (2011). *Drug abuse in* J.O. Ogunbiyi (ed.) *Contemporary Public Issues*, Ikeja: Lemic Production.