SOCIAL STUDIES CURRICULUM AS TOOLS FOR REDUCING CONFLICT AND INSECURITY IN GWAGWALADA AREA COUNCIL, ABUJA

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ABSTRACTS
the study examine social studies curriculum as a tools for reducing conflict and insecurity in Gwagwalada area council , Abuja .the study was a descriptive survey ,the population of the study comprise communities who were randomly selected from Gwagwalada area council , Abuja .the instruments used for data collection were questionnaire ,simple percentage, frequency table and mean score were used as method of data analysis .the study revealed that political superiority among major players leads to conflict and insecurity and herdsmen do use cows to destroyed farmers crops .it was also revealed that conflict and insecurity has affected the atmosphere of politico and it stability ,the research also find out the measures to take to promote peace and security such as the use of local vigilante and the use of CCTV camera. The study recommended that, social studies education teaching bring about improved equality of governance in the country, through social studies education, the increasing responsibility of citizen can be addressed. Topic like political and religious tolerance, consensus building can be introduced in social studies education to solve the problem of political instability and insecurity in the country.

INTRODUCTION
Nigeria state since independence in 1960 has remained a hot bed of constant commotions and perilous social upheavals that threaten the peace, security and corporate existence of the state. It is evident that since the country escaped from the clutches of British imperialism and attained its statehood, the country has been bedeviled by various forms of social conflicts which manifest in perennial ethno-religious riots, indigene/settler conflicts, inter/intra tribal wars, communal clashes, political conflict September (2017) militancy, insurgency, hate speeches, and recently the issuance of quit notice to one another by nationalities. These challenges are not unconnected with the country's historical experiences and the nature of the Nigerian state. It is gratifying to note

that Nigerian state is a mosaic of antagonistic ethnic formations that have nothing in common except their color. It is also pertinent to note that the process that saw Nigeria's metamorphosis into statehood did not in the real sense follow the normal trajectories that characterize ascendance of a country to a nation state, i.e. from nations-state to nation-state. Rather the process went through sublimation whereby the component units that make up the country were coerced automatically into one administrative umbrella without due consideration for their respective ethnic and social cultural consanguinities.

As a matter of fact, the present conflicts and insecurity witnessed across Nigerian states today are not unexpected as they are intrinsically linked and rooted in British colonialism. So Nigeria as a creation of British colonialism was rested on a faulty foundation of mistrust and distrust among the various ethnic nationalities that make up the country. Invariable the social conflicts that engulf the various parts of the country today were ordinary expected. Certainly, the struggle for political control, cultural and ethno-religion differences, contestations over resource distribution, land allocation, citizenship questions and indigene/settler contestations have often degenerated into violence conflicts in different parts of the country. As such, ethnic chauvinism and religious bigotry have unfortunately become the pervasive characteristics of the politics in the Nigerian state. This has left the feelings of dual loyalty in the psych of every average Nigerian (Oroju, 2014) with everyone identifying first with his/her ethnic group. Obviously, loyalty to Nigerian state is seen as secondary by many Nigerian citizens while loyalty to one's ethnic group is seen as primary. These pervasive characteristics of the Nigerian state have precariously disposed it to frequent socio-political imbroglio and the attendant insecurity. It is in view of this, the researcher deem it fit to look into the Social Studies curriculum as a tool for reducing conflict and insecurity in Gwagwalada Area Council Abuja, this is to ascertain the main causes of conflict and insecurity that is alarming in Gwagwalada area council and to proffer lasting solution to the issue of religion and political crisis that have become an order of the day among the residents in Gwagwalada Area Council.

LITERATURE REVIEW

Conceptual Analysis

Social studies as relative course has existed since time in memorial according to Mezieobi [2008] cited in Abdulsalam [2019] in his argument in origin theory he postulated that social studies is as old as human civilization .It is an integration of social science which deal with human being their behavior growth development ,relationship ,resources they use in their various institution they require to function and carry out their life smoothly e.g. family, school ,government, recreation etc . all this aspect of life are inter related and inter dependent on one another whether one want to become a doctor or an engineer, chartered accountant, artist etc we all have to live in a society interact with individual belonging to different cultural and socio economic background adapt to various situation and circumstance and also adhere to certain societal norms in order to live a peaceful and productive life.

Social studies involve pupil and students in purposeful investigation of their own immediate surrounding including their physical and social environment. According to NERC [1977] cited in akinola [2014] defined social studies as the outcome of interaction between human and their environment which equipped the youth with the necessary tools for solving personal and community related problem . from the definition it should be noted that social studies is not only concern with given out knowledge but also in addition put emphasis on inculcating a certain distillate knowledge which will assist man in acquiring tools necessary for life .Social studies draw it knowledge from different disciplines and integrate the knowledge to form it concept and also easy adaptation to societal change in subject aimed at inculcating national consciousness and national unity imbibing in the right type of values and attitude for self and national survival ' the acquisition of necessary skills, attitude and competence which individual need to be able to contribute to national development therefore it is patient to note that the national goals are drive from the philosophy of education which state that Nigeria education should nurture individual who are to :

a. Live in peace and harmony as one indivisible, indissoluble, democratic and sovereign nation founded on the principle of equality 'freedom and justice

b. Promote inter African solidarity and world peace through understanding NPE[2004]

The philosophy of Social Studies
1. The development of the individual into a sound and effective citizen
2. The full integration of the individual into the community and
3. The provision of equal access to educational opportunity for all citizen of the country of the primary, secondary and tertiary level both inside and outside the formal school system NPE [2004],

Thus Fafunwa [1998] cited in Fatima [2013] opined that Nigeria education should be geared toward self-realization, better human relationship self and national economic efficiency, effective citizenship, national consciousness and national unity social and political progress science and technology progress and reconstruction.

Social studies helps to Develop Critical Thinking Abilities: Social Studies inculcate higher order thinking abilities and skills like – Comprehension, Application, Analysis, Evaluation and Synthesis, Creativity in students. Learning a variety of topics such as – Natural Resources, Water Resources, Transport, Communication, Caste System, Political Ideologies, Social Reformers, Our Cultures, United Nations, etc give students a chance to gain appropriate information and data in various contexts. The information gained allows students to make relevant observations, identify similarities and differences, make connections between related concepts, ideas and resources. Appropriate experiences further enhance the students' understanding about how different things and people affect their day to day lives. For example – in order to investigate poverty in the society, students require knowledge of subjects like – History, Economics and Politics. Students first have to gain information and comprehend ideas such as discrimination, resource allocation and political priorities. They then need to understand, analyze and evaluate the existing connections between those ideas and theories to make sense of how poverty affects certain populations in the country. This knowledge can be further put to use to foster creativity, if students are asked to think about ways or come up with new solutions and policies which they think can help reduce poverty. They could be given a chance to present their ideas in the form of debates, essays, role plays or class projects. with facts and

logic (Ezegbe, 2004).

Conflict/Crisis

Crisis or conflict is the most prevalent type of armed crisis in the world today (PRIO, 2009), with active civil crisis outnumbering interstate wars with the ratio 35:1. Civil crisis of conflict is almost exclusively a phenomenon of countries at low levels of economic development, which is highly correlated with food insecurity. While there is debate as to whether grievances or greed more proximately motivate rebellion, there is some research linking lower per capita caloric consumption are more likely to experience civil conflict (Sobek and Boehmer 2009). This relationship is stronger in those states where primary commodities make up a relatively large proportion of their export profile. Pinstrup-Andersen and Shimokawa (2008) find that childhood mortality and poverty are associated with greater probability of civil conflict, though their findings are based on restricted sample sizes. Besley and Persson (2008) argue that opposition groups' willingness to fight increases with the erosion of their real incomes, which can occur due to domestic economic contraction but also higher prices for imported commodities, such as food. They find that as a country's import prices increase, civil crisis of conflict becomes more likely. Another body of findings links transitory weather events to crisis initiation. In these studies, weather events affect the likelihood of war not by increasing food insecurity per se, but rather by harming agricultural employment and decreasing the opportunity cost to participating in violence. Various studies have observed that the individuals most likely to participate in armed conflict – young males from rural areas with limited education and economic prospects – are likely to work in the agricultural sector. That civil conflict onset is more likely following years of negative growth in rainfall (Miguel, Satyanath and Sergenti, 2004; Hendrix and Glaser, 2007) suggests that drought and decreased agricultural productivity expand the pool of potential combatants, rather than give rise to more broadly held grievances. Benjaminsen (2008), in a case study of the Tuareg rebellion in northern

 Causes and effects of insecurity in Nigeria, "Security means stability and continually of livelihood, predictability of relationships, feeling safe and belonging to a social group. Internal security, or IS, which is related

to security can be seen as the act of keeping peace within the borders of a sovereign state n Mali, argues that drought – more particularly, the Malian government's embezzlement of drought relief supplies – was a source of grievance that motivated participation. It is important to note, however, that the particular grievance in this case had more to do with government response to food insecurity than food insecurity perse.

Insecurity

Insecurity, each leading to loss of lives and destruction of properties. According to Ezeoha (2011:38) in or other self-governing territories. This is done generally by upholding the national law and defending against internal security threats. Those responsible for internal security may range from police to paramilitary forces, and in exceptional circumstances, the military itself. Insecurity on the other hand, is the antithesis of security which is the concept of insecurity. It has been ascribed different interpretations in association with the various ways which it affects individuals. Some of the common descriptors of insecurity include: want of safety; danger; hazard; uncertainty; want of confidence; doubtful; inadequately guarded or protected; lacking stability; troubled; lack of protection; and unsafe, to mention a few. All of these have been used by different people to define the concept of insecurity. These different descriptors, however, run into a common reference to a state of vulnerability to harm and loss of life, property or livelihood (Ajanya, 2013). It can equally. Be referred to as violation of national ethics, an act of lawlessness and insubordinations which makes a nation ungovernable.

In the same token, Oshodi (2011) argues that one sure way of tackling the insecurity situation in Nigeria is to accord the field of psychology a pride of place in policy formulation and implementation to promote national cohesion and integration However it can be clearly stated that Nigeria has remained more insecure especially during and after the April 2011 presidential elections and has suffered more than ever in history, a battery of ethno-religious-political crises, taking the shape of bomb blasts sponsored by the Boko-Haram religious sect.

The unparalleled spate of terrorism, kidnappings and other violent crimes is to say the least, alarming. Religious leaders, churches, mosques etc are not spared in this onslaught. There is no gainsaying the fact that Nigeria

is at a cross-road and gradually drifting towards a failed state if this insecurity trend continues.

Origin and Causes of Insecurity in Nigeria

According to Ali (2013) the fear of insecurity in Nigeria is on the increase and this has been compounded by the rising waves of terrorism since the country returned to democratic rule in 1999. Violent crime has a root and history in Nigeria, and could be traced back to the period from 1960 to 1970. At independence in 1960 a federal structure was imposed on Nigeria by the British. Where (1963) conceptualizes federalism as a constitutional division of power between two levels of government which are independent and coordinating in their respective spheres of influence. Unfortunately, the federal structure bequeathed to Nigeria at independence did not conform to Professor K.C. Where tenets of federalism as a system of government where two levels of government exist each sovereign in its sphere of jurisdiction (Awotayo et al, 2013). The incursion of the military into governance, and the consequent imposition of military command structure in a federation set the tone for the distortion of Nigeria's federalism. Thus the practice of federalism in Nigeria no doubt has been distorted by overwhelming dominance of the federal government that distributes national resources to lower level government at its own whims and caprices (Ewetan, 2011). Since independence, the demand for true federalism, fiscal and political restructuring by different ethnic nationalities in Nigeria has not abated. These agitations have contributed to violent rebellious reactions by aggrieved ethnic groups in the country, endangering the security, unity, and corporate existence of Nigeria as one country. Federalism that undermines the independence and autonomy of its federating units will only bring about conflict, threat to national cohesion and peace, and ultimate disintegration (Ali, 2013; Adamu, 2005)

Insecurity challenges can be traced to the early years of military rule when large quantities of arms were imported into the country for the use of the military during and after the Nigerian civil war, some of which got into the hand of the civilians. Soon after the civil war these arms were used by civilians and ex-military men for mischievous purposes such as armed robbery. There was also the army of unemployed youths some of whom

lost their job during the civil war. The level of insecurity assumed dangerous dimensions in the prolonged years of military rule beginning from 1970 during which people procure arms and light weapons for personal defense. Some of these arms and light weapons got into the hands of unemployed youths who used them for deviant purpose. While some researchers attribute youth violence to peer group influence and other psychological factors associated with growing up, others emphasized the impact of political and economic factors such as ethnic agitation, political agitation, unemployment, Structural Adjustment Program (SAP) as triggers of violent reaction among the youth. 47 Journal of Sustainable Development Studies. Many scholars have identified several causes of conflict and insecurity in Nigeria that are inimical to socio-economic and national development (Ali, 2013; Okorie, 2011; Jega, 2002; Salawu, 2010; Onyishi, 2011; Ezeoba, 2011; Lewis, 2002). These causes have been classified into external and internal causes. In Nigeria the internal causes of insecurity pose major challenge to socio-economic development than the external causes of insecurity. This paper therefore focuses on the internal causes of insecurity in Nigeria. These causes include:

Ethno-religious Conflicts: These conflicts are caused by suspicion and distrust among various ethnic groups and among the major religions in the country. Ethno-religious conflict is a situation in which the relationship between members of one ethnic or religious and another of such group in a multiethnic and multi-religious society is characterized by lack of cordiality, mutual suspicion and fear, and a tendency towards violent confrontation (Achumba et al. 2013; Salawu, 2010). The frequent and persistent ethnic conflicts and religious clashes between the two dominant religions (Islam and Christianity) is a major security challenge that confronts Nigeria. Since independence, Nigeria appears to have been bedeviled with ethno-religious conflicts. There are ethno-religious conflicts in all parts of Nigeria and these have emerged as a result of new and particularistic forms of political consciousness and identity often structured around ethno-religious identities (Ibrahim and Igbuzor, 2002). Ethno-religious violence is also traceable to the inability of Nigerian leaders to tackle development challenges, and distribute state resources equitably. Other causes are accusation, and allegation of neglect,

oppression, domination, exploitation, victimization, discrimination, marginalization, nepotism and bigotry. In all parts of Nigeria, ethno-religious conflicts have assumed alarming rates. It has occurred in places like Shagamu (Ogun State), Lagos, Abia, Kano, Bauchi, Nassarawa, Jos, Taraba, Ebonyi and Enugu State respectively. These ethno-religious identities have become disintegrative and destructive social elements threatening the peace, stability and security in Nigeria (Eme and Onyishi, 2011). Journal of Sustainable Development Studies 48.

Politically Based Violence: Nigeria has a long history of politically based violence since the collapse of the first republic on January 14, 1966, and the incursion of the military into governance that same date. The electoral politics in Nigeria right from 1960s till date have been characterized with violent conflicts, political thuggery, assassinations, and arson. Politicians in Nigerian do not accommodate dialogue, negotiation and consensus (Eme and Onyishi, 2011). Political contests are characterized by desperation, and violent struggle for political power among politicians. Recurring political violence in Nigeria could be attributed to over-zealousness and desperation of political gladiators to win elections or remain in office at all cost. These misadventures have often been catastrophic leading to decimation of innocent lives, disruption of economic activities, and the destruction of properties among others.

Systemic and Political Corruption: This is a twin evil and hydra-headed monster that has held the Nigerian state captive. This has contributed to government failure and breakdown of institutional infrastructures. The state of insecurity in Nigeria is greatly a function of government failure, traceable to systemic and political corruption. It has added another dimension of violent conflicts which has eroded national values. Corruption is bad not because money and benefits change hands, and not because of the motives of participants, but because it privatizes valuable aspects of public life, bypassing processes of representation, debate, and choice. It has been described as cancer militating against Nigeria's development, because corruption deeply threatens the fabric of the Nigeria society (Nwanegbo and Odigbo, 2013). Corruption hampers economic growth, disproportionately burdens the poor and undermines the effectiveness of investment and aid (Iyare, 2008).

Economic-Based Violence: It is also referred to as "political economy of violence". Eme and Onyishi (2011) note that, in recent writings in the mass media, much emphasis is laid on the role of resources in generating conflict which is a major cause of economic-based violence across the globe and across political divide. Cries of resource control and revenue sharing regularly rent the air between proponents 49 Journal of Sustainable Development Studies and opponents also leading to violent agitations among the contending actors and between the state and proponents. The Niger-Delta crisis in Nigeria presents a classic case of this violent struggle that has been on since the end of the Nigerian civil war in 1970. These violent agitations have claimed many lives of Nigerians and foreigners, military and para-military personnel, and properties worth billions of naira. It has also resulted in economic misfortune in Nigeria through loss of oil revenue as a result of shortfall in crude oil exports by the oil companies occasioned by disruption of oil exploration activities by the Niger-Delta militants. Although by no means limited to oil in the Niger Delta, the most prevalent campaign about the link between resources and conflict in Nigeria focuses on oil and the Delta region. No doubt oil has given rise to vertical and horizontal conflicts between National, State and society or between dominant and subordinate geopolitical zones, classes and groups across Nigeria, given the pivotal role that oil plays in the political economy, and power relations in Nigeria. It is however true those other types of resource driven conflicts have received less attention in the debate. Assets such as grazing and farming, and water resource, have tended to give rise to horizontal conflicts that involve communities across the geo-political zones.

Pervasive Material Inequalities and Unfairness: A major factor that contributes to insecurity in Nigeria is the growing awareness of inequalities, and disparities in life chances which lead to violent reactions by a large number of people. There is a general perception of marginalization by a section of the people in areas of government development policies, political patronage, and these are triggers of disaffection, resentment, and revolt (Achumba, et al. 2013). The incessant strikes by labour, professional groups and demonstrations by civil society groups are mainly due to pervasive material inequalities and unfairness.

Their agitations are aimed at drawing public sympathy for their struggle for just and fair treatment by the government.

Unemployment/Poverty: According to Adagba et al (2012) unemployment/poverty among Nigerians, especially the youths is a major cause of insecurity and violent Journal of Sustainable Development Studies 50 crimes in Nigeria. In particular youth's unemployment has contributed to the rising cases of violent conflict in Nigeria. Also, one of the major causes of insecurity in the country is the failure of successive administration to address challenges of poverty, unemployment, and inequitable distribution of wealth among ethnic nationalities.

Organized violent groups: Organized violent groups such as ethnic militia, vigilantes, secret cults in tertiary institutions and political thugs contribute significantly to security challenges in Nigeria in different dimension and forms. Their emergence have been linked to a number of factors which include the culture of militarism that has its antecedents in military rule, the failure of the state and its institutions, economic disempowerment, the structure of the state and Nigeria"s federalism, non-separation of state and religion, politics of exclusion, culture of patriarchy, ignorance and poor political consciousness (Ibrahim and Igbuzor, 2002 as cited in Eme and Onyishi, 2011).

Weak Security System: This is a major contributory factor to the level of insecurity in Nigeria, and this can be attributed to a number of factors which include inadequate funding of the police and other security agencies, lack of modern equipment both in weaponry and training, poor welfare of security personnel, and inadequate personnel (Achumba et al. 2013). According to Olonisakin (2008) the police-population ratio in Nigeria is 1:450 which falls below the standard set by the United Nations. The implication of this is that Nigeria is grossly under policed and this partly explains the inability of the Nigerian Police Force to effectively combat crimes and criminality in the country.

Porous Borders: Achumba et al. (2013) observe that the porous frontiers of the country, where individual movements are largely untracked have contributed to the level of insecurity in Nigeria. As a result of the porous

borders there is an unchecked inflow of Small Arms and Light Weapons into the country which has aided militancy and criminality in Nigeria (Hazen and Horner, 2007). Available data show that Nigeria host over 70 percent of about 8 million illegal weapons in West Africa (Edeko, 2011). Also, the porosity of the Nigerian borders has aided the 51 Journal of Sustainable Development Studies uncontrollable influx of migrants, mainly young men, from neighboring countries such as Republic of Niger, Chad and Republic of Benin responsible for some of the criminal acts (Adeola and Oluyemi, 2012).

Terrorism: The most fundamental source of insecurity in Nigeria today is terrorism which is traceable to religious fanaticism and intolerance particularly in Islam dominated states of Nigeria (Achumba et al. 2013). Terrorism is a global phenomenon and it is ravaging the whole world. It has been defined by Sampson and Onuoha (2011) as "the premeditated use or threat of use of violence by an individual or group to cause fear, destruction or death, especially against unarmed targets, property or infrastructure in a state, intended to compel those in authority to respond to the demands and expectations of the individual or group behind such violent acts". Terrorism in Nigeria is not a recent phenomenon, it started with the notorious Islamic sect in the Northern part of Nigeria called Mataisine during Alhaji Shehu Shagari civilian regime of the second republic which was aborted by a military coup in December 1983 led by General Muhammadu Buhari. Terrorism rears its ugly head again during the Obasanjo civilian regime of the fourth republic which witnessed religious riots in Plateau state in Northern Nigeria. In recent times terrorism has assumed a political undertone and is been spearheaded by a faceless Islamic insurgents based in the Northern region of Nigeria called Boko Haram, that has claimed thousands of lives in the North since 2009.

Terrorism in Nigeria has been linked to religious, socio-political, economic and cultural factors. Even though terrorism originated from Islamic fanaticism, it is now driven by factors such as inequalities within the country and lack among Nigerians, in terms of livelihood (economic) resources, education or access to education and good values. The current challenge of terrorism to physical security is threatening the Nigeria

society on all fronts. Some foreign observers have linked terrorism in Nigeria to a number of factors which include, political conflicts, unbalanced Journal of Sustainable Development Studies 52 development that involves horizontal inequalities, religious/ethnic distrust, poor governance linked to leadership failure, and high level corruption (Kufour, 2012; Oluwarotimi, 2012).

Effects of conflict and Insecurity among residents in Gwagwalada

Conflict and insecurity is a cankerworm which has eaten deeply into our society because is not properly managed and Social economic, and political development is the aim of every well responsible government. However, all these depend upon the peaceful co-existence of the people. In the absence of security, development is untenable because insecurity destroys economic, human and social capital. For instance, the Boko Haram insurgence in Northern Nigeria has almost crippled economic activities in that region. Similarly, activities, of Niger Delta militants in the oil-producing Southern part of the country pose serious threat to the economic health of the region in particular, and Nigeria in general. The security crises in different parts of Nigeria is destroying existing infrastructure and preventing a peaceful environment for the development of further infrastructure, and a safe environment for economic activities by individuals. Indeed, no nation can achieve sustainable development in an environment of insecurity.

Other effects/impacts of insecurity among residents in Gwagwalada area council are:
1. Social dislocation and displacement of people
2. Social tensions and new pattern of settlements which encourages Muslins/Christians divisions
3. Heightens hostility between "indigenes" and "settlers"
4. Dislocation and disruption of family and communal life
5. General atmosphere of mistrust, fear, anxiety and frenzy
6. Inhumane treatment of people, especially in areas where rape, child abuse and neglect are used as instruments of war
7. Deepening of hunger and poverty in the polity
8. Conflict and insecurity has earned the community bad image among other tribal settlement

9. Atmosphere of political insecurity and instability including declining confidence in the political leadership and apprehension about the system

Measures for promoting   peace and security

In Nigeria there has been rising wave for promoting security since 1960. Insecurity in Nigeria threatens lives and properties, and has hindered business activities by discouraging local and foreign investors. It is in this note ,since conflict and insecurity is inevitable in human existence, In Nigeria, the constitution unequivocally spelt out as a fundamental objective and directive principle of state policy that "the security and welfare of the people (of Nigeria) shall be the primary purpose of government" (Section 14 (2) (b) Constitution of the Federal Republic of Nigeria, 1999). Nigeria in recent times has witnessed an unprecedented level of insecurity. No wonder national security has become an issue for government, prompting huge allocation of the national budget to security. According to Azazi (2011), in order to check the crime rate in Nigeria, the federal government has embarked on criminalization of terrorism by passing the anti-terrorism Act in 2011, installation of computer-based Closed Circuit Television cameras (CCTV) in some parts of the country, enhancement of surveillance as well as investigation of criminal related offences, heightening of physical security measures around the country aimed at determining or disrupting potential attacks, strengthening of security agencies through the provision of security facilities and the development and broadcast of security tips in mass media. According to cdt IG Ndeh [2018] should bethere s support for political and administrative authorities and structure to help rebuild and strengthen government and state institution so that they can perform their function effectively and responsibly .Support to government must be complemented by support for   peace –oriented element of civil society including the media.

Lasting and sustainable peace depends not only on the commitment of leaders but also on social acceptance of peace by the population .peace building require reconciliation and the promotion of non – violent conflict resolution at all level of society in the military ,among political; religious and business leaders in middle management and at grass root . Also the

issue of citizenship or who is qualified to be an indigene of a particular community or state should be urgently review by the federal government. Nigerian who has live up to 20 years in a given community should not be regarded a non indigene in that area. This step will ultimately reduce discrimination and crisis in many part of Nigeria. Traditional and religious leaders must realize how important they could be in the pursuit of peace and security in Nigeria .They must also be empowered and utilize effectively they, must play constructive role in interfaith and communal dialogue and conflict mitigation. The federal government should recognize the country intelligence system and build a capable and more proactive security apparition in Nigeria . This will add more value in checking the incessant cases of insecurity in Nigeria .there is also a need for collective security by the federal, state and local government levels. Community should be saddle up with the responsibility of providing sensitive security information   for security agencies at their areas of operation .This will ultimately assist in identifying criminals, their sponsors and hideout in the country. Security is a responsibility for everyone and as such, we must make continues effort to make sure that our society is save .No effort is a waste.

Management of Crises and Insecurity in Nigeria: Educational Planner's View

Crisis and conflict are found at every stage of life. Individuals, groups, associations, clubs, societies, local, national and even world community continue to experience crises and insecurity in one way or the other. Crises and insecurity are features of life and they have been since the beginning of creation-conflicts between darkness and light and even between and among the first set of human beings created on earth. So, conflicts and crises are permanent features of life which we have come to live and cope with and resolve from time to time. Their existence cannot be terminated in life unless we want to terminate life itself. However, a poorly handled conflict or crisis could become violent or destructive which could hinder national peace and security. Thus, effective strategies that can help to nib crisis and insecurity in the bud and to prevent it from escalating if it erupts, as well as to sustain peace to avert future occurrence of crises and their attendant large scale effects should be developed and sustained by any nation that seeks peace, growth and

development. The objective of this study was to review the antecedent, causes and management of crises and insecurity in Nigeria with a view to propose a better strategies for crises and insecurity management in Nigeria since the strategies being employed to date have not been proactive, problem-solving and solution-oriented.

Crisis and Insecurity Management Strategies

Major crisis, conflicts and insecurity response mechanisms according to Albert (2010) are:

Avoidance/denial: This has to do with doing nothing about the problem with the hope that, with time, it would go away. Institutions and individuals resort to these conflict response mechanisms for three main reasons: fear of direct intervention, deliberate impunity, and bystander syndrome.

Strategic withdrawal: This response mechanism looks like avoidance/ denial on the surface; but it is not. It has to do with not taking any immediate action on the problem or taking a mild action but seizing the opportunity to buy quality time and space to plan and take a more decisive action.

Third party decision making: This has to do with having to refer the conflict to a higher body with decision making power for settlement. In most cases, this approach involves judicial settlement: a legal mode of pacific dispute termination.

Confrontation: This has to do with the use of the police or military to reverse an objectionable situation as we recently witnessed in Maiduguri during the Boko Haram crisis and in Jos during the Jos crisis.

Joint problem solving: This has to do with the conflict parties working together to find mutually satisfying solutions to the problem. It also involves a neutral third party (usually a mediator) working with the disputants to deal with the problem. This is where negotiation and mediation find relevance.

Management of Conflicts and Crises in Nigeria:

The wanton destruction of lives and properties occasioned by incessant crises that Nigerian nation experiences call for the need to look into the issue of conflicts and crises management, a strategy that can help to nib conflict in the bud and to prevent it from escalation if it erupts, as well as

to sustain peace to avert future occurrence of crises and their attendant large scale effects. Suffice to state that though we do not have the option of staying out of conflicts as human beings, unless we stay out of relationship, family, work and community, all we need to do is to imbibe conflict management strategies and sharpen our crises management skills so that we can interact meaningfully with one another. In the words of Schmid (2000), conflict management is interference in an ongoing conflict process in such a way as to contain and, if possible:

i.   Reduce the level of violence and destruction
ii. Prevent the vertical escalation towards the use of weapons of mass destruction (WMD)
iii. Prevent the horizontal expansion into other areas

Crisis management according to him refers to the coordinated and timely application of political, economic military, and or security measures taken in response to a situation threatening peace, with the aim of defusing the tensed situation, preventing escalation, or achieving a peaceful settlement of a dispute. Successive Nigerian governments have managed Nigerian crises and conflicts in different but coercive and unconstructive ways. For instance, Abacha's administration used police and military to resolve Ife-Modakeke crises in 1997, but all to no avail until peaceful intervention of United States Agency for International Development/Office of International Initiatives (USAID/OTI). Soldiers were also drafted in 1999 to quell the Arogbo Ijaw-Ugbo Ilaje crises by Obasanjo's administration. The same administration, in its bids to settle and resolve Niger-Delta crises sent Military Joint Taskforce (JTF) to the area with ideological slogan - 'Operation Restore Hope', in order to win legitimacy. Also, in most of the religious and tribal clashes, soldiers had been drifted to such areas in order to quench crises and restore 'peace', little or no attention was paid to restore permanent peace between and among the concerned groups after temporary peace was restored (Albert, 2003). All the coercive interventionist strategies employed to solve the myriad socio-political religious crises in Nigeria have yielded next to no achievements. It was only the administration of late Alhaji Um aru Musa Yar-Aduathe former President of Nigeria- that looked the other way and employed alternative dispute resolution spectrum to resolve Niger-Delta crises, the crises that have become

phenomenal albatross round the neck of Nigeria. He took determined and strategic steps to resolve the problem once and for all. He created Niger Delta Ministry and granted amnesty to the Niger Delta Militants. This has greatly yielded a lot of results, and peace is gradually returning into the region.

Aims and Objectives of Social Studies Education in Nigeria

The general objectives of Social Studies education are stated asfollows:

1. To create awareness of and sensitivity to man's environments.
2. Influences man's attitude positively to Social Cultural,
3. Provide basic political values and the total environment.
4. To enable man to acquire skills for solving societal and environmental problems.
5. To equip men with the basic understanding of the knowledge of the total environment.
6. To encourage voluntary participation in social and civic duties while developing the sense of responsibility.

It is these basic functions of Social Studies objectives that are often translated into the various objectives emphasizing in social, psychological, political, economic and educational needs and aspirations of the different cultures. Udoh (2009) expressed four basic objective of the Nigerian secondary school Social Studies as follows:

i.   To make the students aware of the problems of their country and of the world in general and appreciate the interdependence between people.

ii. To create an awareness and understanding of evolving Social and Physical environment, its nature, man-made, cultural and spiritual resources, together with the rational use and convention of these resources for development.

iii. To develop in the students a positive attitude to citizenship and a desire in them to make positive personal contribution to the creation of a United Nigeria.

iv. To develop a capacity to loam and to acquire skills essential to the formation of a satisfactory professional life i.e. a pride in the job and sound judgment.

For a Social Studies programme to be effective, Onyabe (22002) emphasized that "it must be geared towards achieving four main objectives" which are given below:

Knowledge: This will concern the past, present and future condition, of man.

Basic Skills: These are those skills necessary to gather and process information.

Values and Belief: These are the cherished ideas in the society

Social Participation: This involves the application of knowledge through active

Social Studies Curriculum As A Tools For Reducing Conflict And Insecurity.

Social studies is an interdisciplinary subject that delves into other social sciences to extract ideas, concepts, methods and generalizations in order to study and solve the problems of man in a holistic way, it has lots of roles to play in reducing conflict and insecurity . These roles of social studies in controlling crimes are not farfetched. For instance, taking a look back at the roles of social studies in Nigeria, one should be able to see clearly its roles in crime control. Through the awareness of our physical and social environment, citizens are made to understand the evils associated with the act of vandalizing our social and physical environment; such act as vandalisation of government properties, oil bunkery, destruction of our natural resources, such as vegetation, the use of gamaline 20 in destroying our water bodies. Social studies make the child aware that all these are criminal acts and have great effect on our environment. The inculcation of appropriate attitude, values and beliefs among our citizens has a serious role to play in curbing conflict and insecurity among the youths. For instance, through the study of social studies, one is made to have feeling of concern towards some aspects of one's environment, love and concern for one another. It is believed that when positive attitudes, values, beliefs and love for one another are inculcated into the students, they should not involve themselves in anything that will infringe on another person's happiness. For instance, when "you" have feeling of concern for your neighbor, you will do everything to protect his interests. You will not rob, kill, kidnap, gossip, lie, conspire, or even plot against him. If such person is in government,

instead of seeking his downfall, you rather encourage, support and advise him. This is why social studies is seen as a curricular subject whose major concern is for the propagating and instilling the norms and virtues associated with values as an effective entity in the minds of learners as prospective citizens(Okam 1988)

Similarly, since social studies help to develop in the students' appreciation for the diverse nature and interdependence of Nigerian communities the knowledge of social studies will help us to understand that even in the mist of our diverse nature i.e. cultural, religious, ethnicity, class etcetera; we need each other to survive. When these are at the back of our minds, the issues of religious crises, political crises, ethnic conflicts and other vices will begin to die a natural death. In a similar vein as social studies teaches the child to acquire relevant body of knowledge and information necessary for his personal Development? The knowledge of social studies automatically helps the child to have all it takes to be self-reliant and responsible citizen who can fend for himself. This point out the issue poverty, illiteracy, unemployment and greed which are major causes of conflict and insecurity in every society. These four problems put together lead to: bribery, corruption, kidnapping, Robbery, killing, vandalization, cultism, drug trafficking, Examination malpractice, prostitution, suicide etc. But if one has the right knowledge and information needed to be self-reliant, live comfortable and participate fully towards the development of the society as social studies portrays, no one will be involved in any of the above mentioned deviant acts thereby reducing the rate of crime in our society. Since social studies are seen as an avenue for the inculcation of values of democracy, patriotism, tolerance and accommodation for one another, it plays the role of curbing conflict and insecurity in our society. Through the value of democracy, one becomes a way of his responsibilities as a citizen, his right to vote and to be voted for, the need for free and fair election, needs for independent judiciary, need for independent electoral commission etc. This has drastically reduced the rate at which the politicians buy up people's conscience, employ turgery and rigging of elections. Most people now know what they want and pursue it. The inculcation of the spirit of patriotism to the students through the study of social studies equally is a strong means of reducing conflict and insecurity in our society. Through

the study of social studies, students are made to have a sense of belonging, know their responsibilities, rights, duties as citizens. They should be able to support, encourage as well as participate in the development of any good programme by the government and not sabotage to its own government

Social studies also help in the development of attitude of tolerance and accommodation among our students. It exposes the students to appreciate unity in diversity. This further helps the students to tolerate and to accommodate one another. When this attitude is developed in our students, they will grow to love, value, tolerate and accommodate one another and not becoming terror to his fellow citizens which was what led to different crisis the country has been facing in recent times such as the notorious "Boko Haram, Niger Delta Militants, Oduduwa People's Congress (OPC), MASOB (Movement for Actualization of Biafra), the Sharia crisis of 2000 and 2001, the miss world, electoral violence of 2003, 2007 and 2011 which claimed many lives and properties (Olawale, 2004) variance deficit as a result of security agencies inefficiency and corruption.

Repositioning Social Studies Education towards School Security in Nigeria Schools

School security has been defined to include the safety devices employed by the school for the safety of lives and properties in the school. It also includes developmental strategies put forward to actualize effective and conducive school environment that will bring about improvement in the quality of the people. To this extent, social studies education can play a pivotal role in ensuring that the school attains her security. The following are advocated as the most appropriate ways through which social studies education can be repositioned towards school security in Nigerian schools.

a) **Emphasis on Values Education:** -The heightened conflict, instability and general insecurity in Nigeria calls for active integration of values in Nigeria's Social Studies Curriculum. Meziobi, Meziobi, Ossai and Sampson (2012) asserted that the value Education in Social Studies curricular in Nigerian schools are inadequate. The Nigeria social studies education curriculum ought to be improved and enriched

with values to mitigate ethnicity, favoritism, intolerance among other vices that have debased our moral integrity, freedom and democratic existence as a dignified nation.

Against this background, Orisa (2012) contributed as follows:

"What needs to be changed socially is one general attitude to life. This will mean changing from our current intolerance life to life of love. We must take complete U-turn

from our present undue attachment to moral decadence, false sense of value, situation of religious intolerance, social injustice to a new national reorientation that recognize excellence merit, dignity and the tolerance of human beings irrespective of his/her ethnic group as the basis of our values system".

b) **Promotion of Good Citizenship Education: -** Social Studies place much value on promoting good citizenship education. In social studies for instance, the affective domain deals with the evaluation of the attitude that are developed in the pupils after a course of study. The domain examines behavioral changes in pupils like respect for elders and other constituted authorities as parents, government etc. dignity of Calabar and other positive attitudes. Social Studies Education as a discipline if properly programmed and effectively taught, should help to solve social problems like kidnapping, raping, murder, corruption etc. and develop a sense of patriotism.

c) **Emphasis on Peace, Safety and Security Education:-**It is a common knowledge that our society (Nigeria) today is being plagued by evils such as profit tearing, embezzlement, social unrest by the youths and other irresponsible behaviours. Social Studies Education if properly repositioned can help greatly to educate the youths on the importance of peace and security in our dear nation. This will help to promote co-operation and national pride by keeping to the rules and regulations of the country.

d) **Promotion of Competence and Civic Education:-**Social Studies content should be redesigned to include work ethics, dedication, honesty, national ideas, decision making process and problem-solving. Social Studies Education should be made to address the issues that are today confronting the nation. These issues include terrorism, armed robbery, hostage taking, suicide bombing etc. In view of

Yemi(2012) Social Studies should be made to give impetus to positive developmental trends in Nigeria.

Review of literatures

Conflict and insecurity are found at every stage of life. Individuals, groups, associations, clubs, societies, local, national and even world community continue to experience conflicts and insecurity in one way or the other. Conflicts and insecurity are features of life and they have been since the beginning of creation-conflicts between darkness and light and even between and among the first set of human beings created on earth. So, conflicts and insecurity are permanent features of life which we have come to live and cope with and resolve from time to time. Their existence cannot be terminated in life unless we want to terminate life itself. However, a poorly handle of conflict or insecurity could become violent or destructive which could hinder national peace and lead to insecurity of life and properties. Thus, effective strategies that can help to nib conflict in the bud and to prevent it from escalating if it erupts, as well as to sustain peace to avert future occurrence of conflict and insecurity and their large scale effects should be developed and sustained by any nation that seeks peace, growth and development. Alabi (2010) management of conflicts and insecurity in Nigeria. This study examines the concepts of conflicts and insecurity and their antecedents in Nigeria. It makes a clarification of the causes of conflict in Nigeria due mainly to poverty and unjust allocation of the available resources. An attempt is made to identify strategies adopted by Nigerian government on conflict resolution and their shortcomings. The study finally presents ways forward towards a better management and resolution of conflicts and insecurity in Nigeria by embracing the culture of peace and harmony that would move the nation forward to attain a greater height.

Ewetan (2015) on insecurity and socio-economic development in Nigeria, The study examined the pertinent issue of insecurity in Nigeria and its implication for socio-economic development. Available data on the level and dimensions of insecurity in Nigeria reveals an increase over time, which constitutes serious threat to lives and properties, hinders business activities and discourages local and foreign investors, all which stifles and retards Nigeria's socio-economic development. This rising wave of

insecurity has not abated but has assumed a dangerous dimension which is threatening the corporate existence of the country as one geographical entity. In the light of the above the paper recommends that government must be proactive in dealing with security issues and threats, through modern methods of intelligence gathering, and sharing among security personnel, training, logistics, motivation, and deploying advanced technology in managing security challenges. The real solution lies in government accelerating the pace of economic development through creating an economy with relevant social, economic and physical infrastructure to support business and industrial growth. Also, in a study carried out by Salisum, Mohd and Abudullahi (2015) on the impact of Boko Haram insurgency on Nigerian National security. The focus of the study is on Jama'atul Ahlus Sunnah Lid daawati wal Jihad popularly known as Boko Haram, which means Western education is forbidden. The study believed that the Boko Haram started their activities around 2002 and their preaching was based on charity to people in Maiduguri Borno State, but the tone of the song suddenly changed in 2009 after when the Nigerian government crackdown on its followers as a result of which their spiritual and political leader Muhammad Yusuf was killed. From 2009 to 2015 Boko Haram insurgency claimed the lives of more than 23,000 people. The group has intensified its attacks on security agents and their formations, top governmental establishments, schools, Mosques, and the general populace. The objective of this study is to examine the threats of Boko Haram insurgency on Nigerian national security. The study also revealed that poverty and misconception of religion were the major factors that facilitated the emergence and development of Boko Haram. The study recommended that Nigerian Government should address the root and symptom of the problem by eradicating poverty, providing employment to the people and enhancing security efforts.

Ohiole (2014) on the effects of Boko Haram insurgency/terrorism in Business Education in Nigerian Universities Ohiwerei, The study tried to x-ray the effects of insecurity as a result of Boko Harram terrorists' activities on business education and education in general in Nigeria and other developing countries. The study gave an insight into background of business education and origin of Boko Haram/terrorists in Nigeria, accesses the school dropout as a result of Boko Haram/Terrorists. The

study went further to list various groups of militants in Nigeria as well as negative effects of Boko Haram sect in business education in Nigeria including other negative effects of Boko Haram/Terrorists. In addition, the authors dwell on the crisis in education by Boko Haram/Terrorists and the way forward out of Boko Haram/Terrorists. The study however concluded as well as recommended that Federal government of Nigeria should beef up security in all her boarders with neighboring countries to block the inflow of importation of war equipment, politics should be separated from tackling the issue of Boko Haram/Terrorists. Everybody both state governments, local governments, politicians etc should join hands with the Federal government to tackle the Boko Haram/Terrorists case just like the way Ebola was attached by everybody with all seriousness among others were made.

Summary

A critical look at the Social Studies curriculum as a tools for reducing conflict and insecurity in Gwagwalada Area council, Abuja, revealed that Social Studies curriculum is one of the school subjects that teaches about peace and harmony that devoid of crisis in Nigeria society and this subject has been in forefront in teaching moral values and peaceful living among one another, however, Nigeria has a potpourri nation has been experiencing series of conflicts especially that of ethno-religion conflicts and insecurity is on the rise such as kidnapping and theft of properties, and conflict has it is perceived as a compatibility of actions or goals and people in conflict, whether their perceptions are accurate or not, since what it is aiming at achieving is that one-side gain is the other's loss. Then, Social Studies curriculum as a school subject is used to teach Nigerian how to live in harmony and peace. A critical look at the past and present research works however revealed that the whole common causes of conflict in Nigeria among youths was the perception about one another, aside being having wrong perception towards other faiths, other languages and other culture, Nigeria would have been the best place to live in the whole world, but the houses has a wrong perception towards other tribes, and other tribes equally have wrong perception towards other tribes, but with the study of Social Studies curriculum, one will definitely let go of these wrong perceptions.

RESEARCH METHODOLOGY

Research Design

This research work is a descriptive survey that utilized questionnaire in gathering data. This is because the opinion of the respondents on the various items on the questionnaire formed the basic data is used in the analyses. Nworgu (1991) defined survey as the type of research design in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the population.

Population of the Study

This simply means the aggregate of persons from whom data to the study will be collected. Population of this study is the category of persons, group designs or bodies that the researcher is interested in studying and from whom she is going to obtain information from which to draw conclusions that will provide answers to the problems of the study and which can be generalized. The population of this study consisted of the entire 127, 882 adults' male and female residents of Gwagwalada Area Council, Abuja (UBE interim report 2014). The population of the study considered useful and relevant as sources of data for this study.

Sample Size and Sampling Procedure

The study will adopted a purposive sampling technique, which will be based on the characteristics of units that are relevant in research problem. This procedure is directed towards obtaining a certain type of elements that possess specific characteristic required for the investigation on the Social Studies curriculum as a tool for reducing conflict and insecurity in Gwagwalada Area Council, Abuja. The researcher selected 50 adult males and females residents each from kutunku, anguwan dodo, paiko, dobi and dukpa, making a total of 250 respondents, using simple random sampling technique. For every member of the AREA has equal chance to be selected from the five areas in Gwagwalada Area Council, Abuja.

Instrumentation

The structure questionnaire is designed by the researcher which served and [used for data collection the items in the instrument is structured

and designed in two sections. Section A seek for information on the personal data of the respondents, while Section B-F were designed to deal with the issue of Social Studies curriculum as a tool for reducing conflict and insecurity in Gwagwalada Area Council, Abuja. The response categories of the instrument which were positively used are on a four point likert-type weighted as; Strongly Agree represented by (SA) 4-points, Agree represented by (A) 3-points; Disagree represented by (D)-2 points; and Strongly Disagree represented by (SD) 1-point.for Q1-VHE, HE,LE,VLE

Validity of Instrument
The instrument was assessed and examined by the researcher's supervisor and other experts such as in the Faculty of Education who are also experts in the field of Measurement and Evaluation. The instrument shall be subjected to face and content validity and necessary modifications shall be made to ensure that irrelevant items are eliminated.

Method of Data Collection
The questionnaires items was distributed by the researcher herself after due permission from the school authorities and the teachers. 250 (two hundred and fifty) copies of questionnaire shall be distributed within 2 weeks, and the respondents shall be required to complete it and return it.

Method of Data Analysis
Data generated for this study were analyzed using the weighted mean scores. In calculating the mean weigh, the frequency in each option were multiplied by the weight assigned to each item and shall be summed over each item before dividing by the total number responding to the item.
Means weight $=F/N$
F= Frequency for each item option
W= Weight assigned to the option
The weight assigned option were Strongly Agreed, 4-points; Agreed 3-points; Disagreed, 2-points; and strongly disagreed, 1-point.
Therefore $4 + 3 + 2 + 1$

4   =   2.50 For   the
decision rule, any item that weights
2.50 and above shall be accepted as
positive response while the items
that weight below 2.50 will be
disagreed on.

DATA ANALYSIS AND PRESENTATION
Presentation of Demographic Data

The result of the analysis of the study was done in line with the research
question. The results are presented in tables and the interpretation
follows immediately after. Demographic data analysis are presented in
the table below

Table 4.1: Distribution of Respondents' Responses according to Sex

Sex	Frequency	%
Male	84	33.6
Female	166	66.4
TOTAL	250	10.0

Source: Field Survey, (2021)

Table 4.2: Distribution of Respondents' Responses according to Marital status

Marital status	Frequency	%
Singles	97	31.6
Married	171	68.4
TOTAL	250	10.0

Source: Field Survey, (2021)

Table 4.3: Distribution of Respondents' Responses according to Age

Age	Frequency	%
18—27	66	26.6
28—37	47	18.8
38—47	45	18.0
48—57	62	24.8
58 and above	30	12.0
TOTAL	250	10.0

Source: Field Survey, (2021)

Table 4.4: Distribution of Respondents' Responses according to Education Qualification

Educational status	Frequency	%
Primary	40	16.0
Secondary	79	31.6
OND/NCE	83	33.2
HND/B sc	33	13.2
M sc/Ph D	15	6.0
TOTAL	250	10.0

Source: Field Survey, (2021)

Table 4.5: Distribution from Respondents Based on the extent at which Social Studies curriculum is used as a tool for reducing conflict and insecurity in ----Gwagwalada Area Council, Abuja

N=250

S/N	Statements	VHE (4)	HE (3	LE (2)	VLE (1)	Mean	Decision
5	Social studies curriculum teaches peace at and community	65 (260)	68 (204)	73 (146)	44 (44)	2.61	Agreed
6	Social studies teaches inter – marriage among people so as to foster peace by all players	73 (292)	59 (l177)	78 (156)	40 (40)	3.28	Agreed
7	The subject teaches cultural diversity and unity in diversity for any community and the nation at large	82 (328)	90 (270)	28 (56)	50 (50)	2.82	Agreed
8	Social studies curriculum use play method in teaching to foster unity among people	105 (420)	68 (204)	27 (54)	50 (50)	2.91	Agreed
9	Social studies curriculum enable learners to know more about culture which will serve as equal to the one in Gwagwalada or anywhere else	68 (272)	98 (294)	49 (98)	35 (35)	2.80	Agreed
	Total Mean					2.884	

Presented in Table 4.5 is the extent can Social Studies curriculum be used as a tool for reducing conflict and insecurity in Gwagwalada Area Council, Abuja and it was shown that Item 5, 6, 7, 8 and 9 were all agreed that Social Studies curriculum teaches peace at home and the community, Social Studies teaches intermarriage among people so as to foster peace

by all players, the subject teaches cultural diversity and the unity in progress for any community and the nation at large, Social Studies curriculum do use play mode of teaching to foster unity among people and Social Studies curriculum enables learners to know more about other culture which will serve as equal to the one in Gwagwalada or anywhere else

Table 4.6: Distribution from Respondents Based on the causes of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja, Abuja

N=250

S/N	the causes of conflict and insecurity among the residents of gwagw3alada Area council .Abuja	VHE (4)	HE (3)	LE (2)	VLE (1)	Mean	Decision
10	Political superiority among the major players leads to conflict in Gwagwalada /Abuja	82 (328)	90 (270)	28 (56)	50 (50)	2.82	Agreed
11	Religion intolerance and conflict in Gwagwalada Area Council .Abuja	95 (380)	78 (234)	27 (54)	50 (50)	2.87	Agreed
12	Lack of meaningful development lead to youth unrest in the community	78 (312)	88 (264)	49 (98)	35 (35)	2.84	Agreed
13	Herdsmen do use their cows to destroyed farmers crops and this usually cause conflict and insecurity	68 (272)	98 (294)	49 (98)	35 (35)	2.80	Agreed
14	Herdsmen do use their cows to destroyed farmers crops and this usually cause conflict and insecurity	65 (260)	68 (204)	73 (146)	44 (44)	2.61	Agreed
	Total Mean					2.788	

Presented in Table 4.6 are the causes of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja, Abuja and it was observed that Item 10, 11, 12, 13 and 14 were all in agreement that political superiority among the major players led to conflict in Gwagwalada,

religion intolerance also led to conflict in Kuje Area Council. Lack of meaningful development led to youth's unrest in the community and herdsmen do use cows to destroy farmers land and this usually caused conflict. In the part of the government negligence of any meaningful development also leads to insecurity in Gwagwalada

Table 4.7: Distribution from Respondents Based on the effects of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja, Abuja
N=250

S/N	Statements	VHE 4	HE 3	LE 2	VLE 1	Mean	Decision
15	Social tensions and new pattern of settlements which encourages Muslins/Christians divisions	105 (420)	68 (204)	27 (54)	50 (50)	2.91	Agreed
16	Inhumane treatment of people especially in areas where rape, child abuse and neglect are used as instruments of war	73 (292)	59 (177)	78 156)	40 (40)_	3.28	Ageed
17	Atmosphere of political insecurity and instability including declining confidence in the political leadership and apprehension about the system	95 (380)	78 (234)	27 (54)	50 (50)	2.87	Agreed
18	conflict and insecurity has earn the community bad image among other tribal settlement	30 (120)	78 (234)	94 (188)	48 (48)	2.61	Agreed
	Total Mean					2.918	

Presented in Table 4.7are the effects of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja, and it was observed that each responses on item 15, 16, and 17 were in agreement that conflict has caused many to lose properties worth millions of naira, conflict and insecurity of life and property has led to lots of loved ones in this community and incessant conflict in the town and insecurity has driven away many investors in the area. However, Items 18 agreed on the responses that conflict and insecurity has earn the community with bad image among other tribes/settlers and due to the incessant conflict, many developments meant for Gwagwalada had been taking to other peace loving communities.

Table 4.8: Distribution from Respondents Based on the measures to take in promoting security in Gwagwalada Area Council, Abuja

$N=250$

S/N	Statements	VHE	HE	LE	VLE	Mean	Decision
19	The use of CCTV cameral is highly needed	82 (328)	90 (270	28 (56)	50 (50)	2.82	Agreed
20	Community should be saddule with the responsibility of providing sensitive security information for security agencies at teir area of operation	105 (420)	68 204)	27 (54)	50 (50)	2.91	Agreed
21	The use of local vigilanty is highly is needed	178 (712)	28 (84)	19 (39)	25 (25)	3.44	Agreed
22	Anyone cut should be given instant judgement so as to serve as a lesson to anyone who is thinking of causing	68 (272)	98 (284)	49 (98)	35 (35)	2.80	Agreed
23	There should be support for political and administrative authorities and structure	30 (120)	78 (234)	94 (188)	48 (48)	2.36	Disagreed
	Total mean					52.794	

Presented in the Table 4.8 is What are the measures to take in promoting peace and security in Gwagwalada Area Council, Abuja, and it was observed that Items 19, 20, 21 and 23 were all in agreement that the strategies such as the use of CCTV camera is highly needed, the use of local vigilantes will help to promote security and peace and there should be support for political and administrative authorities and structure. However, Item 22 showed that the respondents disagreed on that item that anyone caught should be given instant judgment so as to serve as lesson to anyone who might be thinking of bridging the peace in the community

DISCUSSION OF FINDINGS

i. The study looked at the Social Studies curriculum as a tool for reducing conflict and insecurity in Gwagwalada Area Council, Abuja. It was revealed that Social Studies curriculum teaches peace at home and the community, Social Studies teaches intermarriage among people so as to foster peace by all players, the subject teaches cultural diversity and the unity in progress for any community and the nation at large, Social Studies curriculum do use play mode of teaching to foster unity among people and Social Studies curriculum enables learners to know more about other culture which will serve as equal to the one in Gwagwalada or anywhere else.

ii. The study also looked at the causes of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja. It was revealed that political superiority among the major players led to conflict in Gwagwalada, religion intolerance also led to conflict in Kuje Area Council. Lack of meaningful development led to youths unrest in the community and herdsmen do use cows to destroy farmers land and this usually caused conflict. In the part of the government negligence of any meaningful development also leads to insecurity in Gwagwalada.

iii. The study went further to underline how the effects of conflict and insecurity among the residents of Gwagwalada Area Council, Abuja, Abuja. It was seen that the conflict has caused many to lose properties worth millions of naira, conflict and insecurity of life and property has led to lots of loved ones in this community and incessant conflict in the town and insecurity has driven away many investors in the area.

iv. The study went further to explain what measures and strategies to take in promoting security in Gwagwalada, measures such as the use of CCTV camera is highly needed, the use of local vigilantes will help to promote security and peace.

v. Item 22 showed that the respondents disagreed on that item that anyone caught should be given instant judgment so as to serve as lesson to anyone who might be thinking of bridging the peace in the community.

CONCLUSION

Based on the findings of the study, it was concluded that; conflict and insecurity in Gwagwalada Area Council of Abuja which has been an

occurrence among the youths is now being put to rest due to the core value Social Studies education bring to the mind of the youths that peaceful living among the residents of Gwagwalada could be bring about development and growths in the area. That is, the conflicts between the locals residents of Gwagwalada, this will remains the same then definitely its effect will continue not only lives of people but also on the economic growth, country's reputation at international level, political, social and economic instability which will lead residents of Gwagwalada into more decline and more worst.

RECOMMENDATIONS

In view of the findings of this study, the following recommendations are advanced to enhance the effectiveness of teaching Social Studies as a tool for reducing conflict and insecurity in Gwagwalada society:

1. Using Social Studies education teaching to bring about an improved quality of governance in the country. Through Social Studies Education, the increasing responsibility of citizens can be addressed. Topics like political and religious tolerance; consensus building can be introduced in social studies education. This will solve the problem of political instability and insecurity in the country.

2. There should be need to adopt a more people oriented programme in the country by our leaders instead of selfish tendencies of our leaders.

3. There is need to evolve a new culture of living which make for tolerance and accommodation among the social class. This can be done through the teaching of social studies education in all our schools.

4. The security sector which comprises the military, the police, the intelligence agencies require some restructuring. These reforms include commitment to professionalism, welfare of officers etc. All security personnel and students in the country are to be exposed peace education.

5. There should be prompt reporting of cause of planned unrest to security agents or constituted authority. This will lead to the avoidance of negative values that can negate the peaceful co-existence in our school in particular and nation in general.

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