

REPOSITIONING SOCIAL STUDIES CURRICULUM: FOR ENTREPRENEURSHIP AND SELF RELIANCE EDUCATION TO ENHANCE JOB CREATION IN NIGERIA

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ABSTRACT

The study repositioning social studies curriculum for Entrepreneurship, and self-reliance education to enhance job creation is an attempt to examine social studies curriculum as an instrument through which entrepreneurship and self-reliance education should be enacted and strengthen in social studies curriculum designed to achieve job creation. The study discusses the conceptual issues of social studies as a discipline likewise the entrepreneurship and self-reliance their objectives and how they were link to social studies objectives and how the social studies curriculum would be repositioned toward entrepreneurship, self-reliance for job creation, the study also identify the imperative of entrepreneurship and self-reliance achieving job creation as than outcome the study concludes that the desire of entrepreneurship education and self-reliance education in social studies curriculum to great Job as one of the primary objective of social studies education as a tool of solving recommend among others that social studies education curriculum planner should insert entrepreneurship education as mandatory likewise much emphasize should be attached to self-reliance education in social studies curriculum designed at all level of education, similarly adequate facilitates and resources should be provided in sustaining self-reliance education to create job as an outcome of entrepreneurship education.

Keywords: Social Studies Curriculum, Entrepreneurship education, Self-Reliance, job creation

INTRODUCTION

Education enlighten and offered more opportunities to citizens, the life of a citizens with high rate of education, have lower crime, better life and civic enrolment, while lack of access to education is considered as root of poverty. The broad meaning of education encompasses the entire area of study, which has more specific term there are areas or discipline that are particular to solving societal problems and enhancing societal well-being.

Social studies education was introduced in Nigeria barely close to the end of colonial administration, the philosophy of social studies as a dynamic education aim to replace the colonial content of education, with knowledge attitude skills and behavior which seek to solve societal problems through the Inculcation of social values and positive attitude. Social studies as course of instruction with pragmatic social relevance. On the socio economic political and technological transformation of society as one of is the primary

focus of social studies curriculum, it's obvious that social studies education as a discipline whose birth was hope to transform society especially to their peculiar problems and how they relate to their environment world at large (Ukamaka and Meziobi, 2017). Social studies has been identified as a potent instrument that facilitate the attainment of a national development goal through production of responsible citizens that will evaluate maximally to the overall development of the society (Abubakar, 2021). Therefore social studies curriculum objectives specifically designed to tackle the emerging problems that might arise to individual groups or society at large depending to the peculiarity of the problems.

The national policy on education (2004) emphasized that, the national education goals is the acquisition of appropriate skills and development of mental physical and social activities, competencies and equipping the individual to live and contribute to the development of the society. However this is in line with social studies objective of enhancing self-reliance entrepreneurship for job creation as an instrument to solving some of Nigerians problems as pointed by Joseph, Micheal, and Abdulrazaq (2015).

Nigeria is one of the developing countries that faces the challenges of economic development, in terms of high level of poverty, unemployment and declined of large scale industries due to intense competition on the global economy and general internal system failure.

Additionally another pressing issues of our educational institutions are creating, and producing students that are self-reliance during and after their graduation. According to Alade (2014) out of (200,000) graduate in Nigeria only 25% are gainfully employed while remaining 75% are left to the labour market. Therefore, to handle these challenges, the role of social studies is imperative to provide the necessary tool to ameliorate the situation through the provision and enhancement of entrepreneurship and self-reliance for job creation.

Social studies as a skill oriented discipline or what Ikumelu and Oyibo (2011) referred to a subject matter that focus on society, and on the individual member of the society. Self-reliance maintain ones pride and dignity social studies deals with how man can fit into the society by utilizing the necessary attitude, values and skills.

The relevance of social studies curriculum in achieving entrepreneurship for job creation is inevitable and social studies objective of achieving self-reliance fundamental as Ezegebe (2010) rightly sees social studies as a school subject that assist student to acquire basic knowledge, skills and positive attitude needed to be responsible citizens and contributing member of the society, attaining self-reliance status requires a citizens with correct or positive values (Osalusi, 2014). Therefore in view of the above positioning social studies education as a core subject in our lower and upper basic education and similarly a specialization in our tertiary institutions will make a positive impact if the curriculum reposition and also instruction adjusted self-reliance for job creation among Nigeria students.

CONCEPTUAL CLARIFICATION/ ANALYSIS

Social studies education is essential to the possession of socio-economic skills, as a tool to acquire skill knowledge and desirable attitudes necessary for him or her to function effectively in the society and to interact efficiently with other individuals (Nasiru and Muhammad, 2017). In line with the above social studies education opined by Kissock (1981) in Okojie (2007) that programme of study which society uses to instill in student the knowledge, skills, attitude and action it consider important concerning the relationship human being have with each other, their world and themselves.

However, Peter (2012) in Sarkin Fada (2017) defined social studies education as an integrated body of knowledge formulated to equip the learner with significant values, attitudes, skills and knowledge in order to be productively functional in the society.

In the same direction, Adeyoyin (1993) in Okam (2019) explicate the principles of "Vask" (acronym)

as conceptual structures which are rooted in the curriculum that established social studies education and are operational in four perspectives base on “vask” acronym below:

- a. Values
- b. Attitude
- c. Skills and
- d. Knowledge

These principles expatiate further by Sarkinfada (2017) that the goals social studies education are classified into three broad categories are:

1. Knowledge and understanding: of basic fact of the physical, social, and political environment.
2. Acquisition of basic skills and attitude.
3. Development of healthy positive attitude and values; such as cooperation, hardwork, open mindedness etc

However entrepreneurship education elucidate by Anderson (2013) as a training opportunities which are specifically design to develop in an individual the skills which they can use to establish and run business venture effectively.

General Objectives of Social Studies Education

According to NERDC (2007:69) general objective of social studies include:

1. To develop one ability, a learners old or young to adapt, to change environment.
2. Inculcate national consciousness and national unity in student/citizens.
3. Make student become good citizens who are capable and willing to develop their society.
4. Inculcate a (citizens) student the right type of values and attitudes.

However, the development of general objectives of social studies education is directly a reflection of entrepreneurship education objective, whereby the achievement and repositioning of social studies education above objective will influence the attainment of entrepreneurship objectives below, as opined by Ojeifo (2012) stated the objectives of entrepreneurship education as follows:

- i. To offer functional education for youth the will enable them to be self-employed and self-reliant.
- ii. Provide the youth graduate with adequate training that will enable them be creative and innovative by identifying novel business opportunities.
- iii. To serve as a catalyst for economic growth and development.
- iv. To offer tertiary institution graduates training in risk management, to make certain bearing feasible.
- v. To reduce poverty
- vi. Create employment

Job creation is the outcome of output of entrepreneurship education, entrepreneurs create new businesses and these new businesses in turn cerate job this causes more people to be engage, hence productive venture increases productivity and reduces unemployment and in addition reduces social vices (Armed Robbery, Prostitution Kidnapping Woman Trafficking and Drug Abuse etc).

Self-Reliance

Self-reliance is synonymous with self-sufficiency it is doing things for ourselves rather than having things done for us. Muhammad (2012) opined self-reliance as autonomy of decision making and fill mobilization of a society own resources. This perception of Muhammad considers self-reliance from individual to organization or state level because either state, group or individual were not exempted from the benefit of self-reliance when the majority of the citizen are self-reliance the country's economy would appreciate at positive rate. Similarly Alade (2014) perceived self-reliance as follows;

- a) Dependence on one's own abilities, technical skills competencies with minimum external aid.
- b) Self-reliance creative power to manage the available endowment and resources profitably and.
- c) Self-reliance as the degree to which one's entrepreneurship skills can sustain him or her.

These determination clearly consider self-reliance to covers the practical exhibition of both natural trait and acquired employability skills for the economic gain of an individual and social well-being.

Osalusi (2014) Observed that attaining self-reliance status requires citizen with correct virtue which include discipline, loyalty, obedience, honesty, hard work, commitment and dedication. These will produce human being who are ready to develop team spirit engage in independent team work. In view of the above social studies curriculum content is imperative of achieving self-reliance hence all the future for the maintenance of self-reliance are clearly identified in social studies objectives and numerous definitions of the subject. Kissock (1981) definition is more central to this postulation that perceived social studies as: Programme of study which society uses to instill in student, the knowledge, skills, attitude and actions, it considers work while concerning the relationship human beings home by the each other, their world and themselves (Kissock 1981). Furthermore Okam, (2019) captured the Kissock position in a more elaborated term that, many countries of the world aimed at achieving the following advantages through social studies as:

1. Improvement of self-image of people in society after colonial heritage.
2. Initiating people into learning way of improving economy of their society.
3. Enabling people, nation and government to develop global perspective regarding certain issues or problems as a result of recent international development
4. Development and maintenance of a concern for respect in interpersonal relation
5. The transformation of political culture for the purpose of calculating concept of nationalism, unity and independence among the citizenry of a new nation with diverse population.

In similar development Danladi (2000) maintain that the philosophy of self-reliance aimed at.

- a) Creating new cultural and productive environment which will promote pride in productive work and self-discipline.
- b) Generally awakening the right and obligation of citizen to the nation.
- c) Encouraging to take part freely and actively in discussing and decision affecting their general welfare.
- d) Promoting new set of attitude and active for other attainment of goals and objective of Nigeria state and
- e) Acquiring new set of universal values for global citizenship.

Job Creation

Job creation “The process of providing new job for in employed people, the process of providing job for yourself and process of providing more paid jobs. (Umar, 2011). Job creation is the net new job that created without displacing any other economic activity. Job creation can be define as the process of creating new jobs for the unemployed and under employed without necessary displacing people who are already employed in other economic activities.

Why? Repositioning Social Studies Education

Social studies as a discipline is being utilize as a tool for national growth and development in various countries of the globe. The new social studies was introduce from the alien or external world to Nigeria, therefore, scholars argue on what is social studies education is to accomplish in Nigeria. Ringim and Muhammad (2017) further elucidate that “the positive values and skills of social studies education are opposed to the existing negative social, economic and political environment. Also most of curricular content and corresponding method of delivery were taken from the alien cultures of Europe, America and where educational curriculum is designed based on alien models and theories it can result to anomalies in the education system. Therefore, social studies education should focus on human resources, capacity empowerment. The curriculum has to be re-design to accommodate and ameliorate the domestic challenges, socially, politically and

economically, for the common good of Nigerian state.

Repositioning Social Studies Education Curriculum for Entrepreneurship and Job Creation

Social studies education as curriculum instrument of citizenship training triggered some significant implication for the country. This development, according to Okobiah (1985) Okam (2019) implies not only a consideration of social studies education in terms of an understanding of human relationship but also in terms of its aims and concern at “producing citizens with attitude, skills, competencies, moral values and reasoned judgment to effectively live, interact, interrelate and contribute productively to the economic, social, political and cultural development of the Nigerian society. Okam further quoted DuBey and Barth were concede and endorse that the curriculum design established a social studies education could be employed in creating necessary bases for preparing and producing the effective citizens envisaged in the National Policy on Education (2004). The effective citizens are also productive citizens, that are economically viable with skilled in entrepreneurship and production of necessary enterprise for job creation the will enhance economic productivity through curriculum re-designed.

According to Okam (2019) paradigm shift for repositioning social studies education to become engulfed in a massive transformation, re-orientation, redirection rebirth and reconstruction of this 21 century if we must move from retrogressing to developing and indeed join the club of developed nations of the world.

The retrogressive nature would be curtail in creating conducive atmosphere for job creation through entrepreneurship education to provide and ensure necessary objectives as endorsed by Oyeifo (2012) to:

- a. Create employment
- b.. To reduce rule of poverty
- c. Reduction in rural-urban migration
- d. Catalyst for economic growth and development

- e. Functional education for youth that will enable them to be itself employed and self-reliant.

Okam (2019) opined that for social studies education curriculum to be re-designed the following component of educational environment must be consider to suit the desire for paradigm shift as follows:

- i. Content areas
- ii. Curriculum goals or target behaviour
- iii. Methodology or procedures to be employed in instructional setting
- iv. Use of instructional materials and associated method for enhancement of progress.
- v. Nature of instructional setting

Repositioning social studies for self-Reliance and entrepreneurship education

One of the contemporary challenges of Nigerians educational system is the menace of joblessness and unemployment of the schools graduates. Social studies as a discipline charge with responsibilities of ameliorating and solving society challenges in Nigeria. These nature of social studies create dynamism in the subject to suit any arising challenges that might emanate due to one reason or the other. There is urgent need for curriculum designers of social studies at all levels to ensure the repositioning of the course to serve as a tool of self-reliance and entrepreneurial skill development in the following manner:

- 1) Social studies curriculum should focus on human resources capacity empowerment through redesigning the curriculum to accommodate global and local value system that would enhance self-sufficiency, that is attainable through producing responsible and effective citizenry, however producing active and productive citizen is what social studies purposely introduce to accomplish by indicating hard work and commitment as (Ringim and Muhammad; 2017).an additionally Osalusi (2014) observed that self –reliance status requires citizens wish correct virtues.

2) Social Studies class instruction should be repositioned to consider the learners on the pivot of curriculum and all the learning experiences are to cater for their needs of self-reliance and entrepreneurial development as well as job placement in the society (Alade; 2014). This position demand creation of appreciate social studies instruction that repositioned the competency under this perception in beyond mere competency of acquisition of knowledge and skills; it involves the mobilization of knowledge, attitudes and values, to competence demand because student demand broad and specialized knowledge. Students will need to apply their knowledge of social studies in unknown and evolving circumstances for this they will need a broad range of skills including cognitive and meta cognitive skills (critical thinking, creative thinking learning to learn and self-regulation); social and emotional skill (empathy, self –efficacy and collaboration); and practical and physical skills using new information and communication technology devices) (OECD; 2018) (Future of education and skills education 2030, the future we want). The spiral nature of social studies curriculum such as economic development that encompasses self-reliant, skills acquisition, positive values demand for strict desire for entrepreneurship skills that create new ventures for job creation. Therefore there is a need for paradigm shift in social studies curriculum to reposition to additional dimension.

3) Repositioning social studies education pedagogy. Pedagogy as the art and science of teaching is very essential in instructional processes for Opoh (2011) the concept of pedagogy applied in education involves the theory or principles of education and method of teaching based on such theory which can make or mar student academic achievement. Social studies education as Adaralegbe (1981) in Okam (2019) the subject as representing a problem-approach discipline through which man, including the citizens learns about problem of survival in his environment. This orientation stipulates the social studies should assist each person or citizen to acquire the analytical ideas and problem solving

tools. One of the major problem of man in contemporary Nigeria is the curriculum through which students should learn the entrepreneur skills for venture creation to initiate a self-reliant and job creation that are essential social studies objectives.

4) Shift to pragmatic or practical skills oriented and departing from theory based pedagogy. The principles of teaching social studies education should employ the application of entrepreneurship education that will be practice base to desist from theory dominance practical courses in Nigeria due to lack of facilities necessary for practical trend in the courses that are practice oriented the practice in the entrepreneurship area in social studies will enhance the capacity of student to be self-reliant enterprise and create job, through social studies education on this basis; Nwosu and Ohia (2009), Brown (2012) have all submitted that inadequate facilities and equipment for teaching and learning in practical related courses was the reason why entrepreneurship programme has not been able to record a significant impact in industrialization drive and reduction of poverty and unemployment. The repositioning of social studies education for entrepreneurship must be link to availability of necessary equipment hence social studies was designed to create skills, knowledge attitude and positive values for societal development which job creation to curtail unemployment in paramount. Therefore, the mental development of the social studies teacher and the pedagogy must sent the activities to be carried out in the teaching process that reflect education for value which the student should be helped to acquire the requisite skills, either cognitive, meta cognitive or physical and practical skills, knowledge and appropriate attitude to function effectively in the society.

The imperative of Entrepreneurship, Self-Reliance to Job Creation

Self-reliance or self-sustenance can be considered as dependence on one's own abilities, technical skills competencies with minimal external influence or aid, is an elaborate effort of engaging other people or creating job for others. According to Alade (2014) self-reliance covers the

practical exhibition of both natural trait and acquired employability skills for economic gain of individual and social well-being of any society. In view of the above self-reliance as a sine-qua-non for the creation of jobs through inherent skills in individual or group that can be metamorphosed into creation of job. The job created through development self-reliance ensure the economic growth of a country, hence the jobs are not created spontaneously without matching demand from the economic growth as clearly expatiate by Ayemi, Sani Adeshina Ibrahim and Adamu (2020) that any country that decided to embarked on massive job creation to empower her citizen without of being necessitated by economic growth will soon go into recession. Sustained economic growth seems to enhance job creation that consequently bring about economic development. Therefore, any job that to be created must add value to economy, this value must be a product of skills or technical know how that is a product of individual self-reliance effort which will later demand more hand to engage in exhibiting the practical skills.

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Repositioning Social Studies Education Objectives in Attaining Vocational Scope (Objectives)

Social studies education incorporates the concept or area of contemporary issues in Nigeria into the curriculum, Mezieobi and Tanimu (2017) described contemporary issue as sensitive emerging issues in Nigerian society that deserve national attention, these issue covers the rate at

which poverty is increasing, unemployment which are directly sine-qua-non for political instability and violence. The vocational objective of social studies would enhance the development of information and communication technology (ICT) skill, agrarian practice, simple business education on venture creation and other relevant skills that can be acquired through such vocational studies as depicted by contemporary issues in social studies education are educational values that, the curriculum of social studies education is redesigned to accommodate the vocational objective clearly, the learners and citizens will acquaint with relevant skill and competency to improve the quality of their life through entrepreneurial development and job creation. This will help revamp economy and through self-employment.

Challenges of Repositioning Social Studies Curriculum for Entrepreneurship Education, Self-reliance to Job Creation.

According to Ukamaka and Mezieobi (2017) the challenges of repositioning social studies for entrepreneurship education and job creation are as follows:

- i. Teachers competency
- ii. Inappropriate curriculum design
- iii. Poor implementation
- iv. ICT non compliance
- v. Inadequate funding to education and
- vi. Lack of skilled manpower

CONCLUSION

Social studies as dynamic course designed to prefer solution to problems of societies and propel positive values, is not a stagnant discipline but rather a flexible area of study that accommodate the contemporary issues of societies, therefore, the entrepreneurship and self-reliance education is a primary objectives of social studies education of solving the problems of unemployment, poverty, laziness by accommodating entrepreneurship education in social studies curriculum which will ensure job creation as the output of entrepreneurship education. Therefore, to reposition social studies curriculum for

entrepreneurship education and self-reliance is an effort toward adjusting social studies education toward achieving one of major objectives of making student to become good citizens who are capable and willing to develop their society in every angle.

Recommendations

1. Social studies curriculum planners should insert entrepreneurship education as a mandatory course at all level.
2. That government and stakeholder in social studies education should provide all the necessary equipment and facilities that will enhance entrepreneurship and job creation in social studies.
3. The teaching of entrepreneurship or pedagogy should be a practical oriented teaching not theory base entrepreneurship for self-reliance.
4. The social studies teacher should instill positive values development to inculcate in student the desire for self-reliant in educational development.
5. There should be a synergy between social studies education and other department that technical base; for resource person and equipment support.

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