

## Refocusing of Social Studies Curriculum for Employment Generation in Kano State

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### **Abstract**

*Economic hardship nowadays necessitated world communities to diversify their economy. Nigeria is now on the process to do so. Refocusing social studies education for employment generation in Kano is the topic of this paper. Kano is one of the 36 states of Nigeria and the well-known center of commercial and other economic activities. Social studies is an integrated discipline encompasses economics, commerce, geography, agricultural science etc. to refocus the subject for employment generation curriculum and methodology of teaching it need to be redirect in such a way that it will include given training for skill acquisition so that students at the end of their schooling would be self employed. This will be done under the course (124). Man and his economic activities and (214) field rip where students would be taught various economic activities, small scale manufacturing, operating private school, counseling services trading etc. among the recommendations made were the provision in the for self-employment as Kano state is a centre of commerce and other marketable economic activities. Finally, this paper concluded that Kano is a center of commerce and other economic activities that do not exist in other part of the country and all these economic activities are marketable in Kano area and can accommodate large number of trained social studies educators and can upgrade their living stand and acrew the economy of the area.*

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**Key Word:** *Social studies, employment generation.*

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### **Introduction**

Diversification of an economy has been the culture of the modern world. It is rational for a state to diversify its economy for sustainable development. No doubt that Nigeria was before 1950s when crude oil was discovered its economy depended on agricultural activities where farm product like groundnut, beans, cotton, cocoa hide and skin were transported in and outside the country. But, with revenue from the crude oil the state became loosed, reluctant and gave less attention to the previous source of income (agricultural activities).

Nowadays, the century came up with challenges that necessitated diversification of an economy. The most sensitive challenge is the fall in the price of the petroleum products and this crippled and dirmaged the economy of many countries of the world including Nigeria. Apart from the above mentioned challenge, Nigeria in particular suffers from the activities of

the Niger. Delta militants which seriously deteriorated the supply of the products and this paralyzed the economy of the country and stagnated development. For instance:

Crude oil contributes 70% of the Nigerian revenue and the production has decreased by 1/3 due to the problems of vandalization (Freedom Radio, Labaran rana (12:00pm, 10/2/2017).

Looking critically at the above threat, one may come to agree that refocusing Nigeria education for economic diversification is inevitable and this will include employment generation.

Diversification of an economy would not be a problem or difficult to Nigeria because the country is blessed with fertile, plain and river in lands, or water bodies, forests, wild and domestic animals, human resource, mineral resources. All these can accommodate the working population of Nigeria and Kano in particular.

Over 71,548,643 people of the population of Nigeria were below 18 years of age, equivalent to 51% of the entire population of 2006 census (National Population.com Kano office 2006 census result).

This has shown that the above percentage of the population is now part of the working population and engaging them in production will acrew the economy and catapult Nigeria and Kano to a high position of development. The topic of this paper is (Refocusing social studies education for employment generation in Kano State). The objectives of this writing is to expose or blew up the ways and manner through which social studies as a discipline can give room for employment generation, which can lead to the diversity in the economy of the country.

### **Social Studies Education**

The study of man how he lives, what he does in his physical and social environment is said to be the social studies. Social studies is an integrated discipline encompasses information from a number of subjects, such as economics, commerce, geography, political science, sociology and history.

Ezegbe (1994) is on the view that social studies is concerned with the study of man within the context of his environment, his social, physical, political, economic, cultural and technological environment.

Olulubou (2010) maintained that social studies is on integrated study of man as he battles for survival in the environment both physical and social. This connotes that social studies almost comprise all aspects of life as it deals with knowledge, skills, attitudes, culture both material and non-material. Social studies education during the last two decades of the 19<sup>th</sup> century, was officially approved and from 1966 up to 1992 with social studies traditions which include social studies as a social sciences and social studies as a citizenship education.

### **Objectives of Social Studies**

The National Educational aims and objectives from which social studies, objectives and drawn are stated in the National Policy on Education (1980) as follows:

1. The inculcation of national consciousness and national unity.
2. The inculcation of the right type of values and attitude.
3. The training of the mind in the understanding of the world around.
4. The acquisition of appropriate skills, abilities and competence necessary for the development of society.

Looking at the above stated aims and objectives of social studies it would not be cumbersome or invincible to reforecast social studies education for employment generation in Kano. All it need is to redirect or change the direction of the curriculum and methods in which it suits to create or generate employment.

## **Curriculum**

Timothy & Comfort (2002) define curriculum as activities designed in such a way that students will attain certain educational objectives. We can along with this define the word curriculum as some total of what the stockholders in education agreed to be taught to students in order to attain certain educational objective.

### **The aspects of curriculum include the under listed:**

- The development of spiritual, moral, mental and physical wellbeing of the learners.
- Development of skills in the learners.
- Development of intellectual and reasoning abilities.
- Developing the ability of learners to understand and adjust to life situations.
- Development of aesthetic values in learners.

Re-direction of the above aspects of curriculum to the way and manner through which employment can be generated is the focus of this paper. For instance, one of the above aspects of curriculum (developing the ability of learners to understand and adjust to life situation) matched with present situation in Nigeria in general and Kano in particular. That instate of students after school to look for employment from government, now the situation is not just that, but they would be trained to acquire skills of their choice, so that they can be self-employed and this can acrew the economy of the state and Nigeria in general.

## **Methodology**

This has according to Oxford Advance Learners, Dictionary “is the set of methods and principles used to perform a particular activity”. Here, the methods of teaching social studies should also be refocusing in such a way that it will require skill acquisition so that students at the end of their studies can be self employed. To carry out this task, the instructional objectives and materials should be change.

### **Employment Generation**

Danjuma et al (2012) were on the view that the connection arises from the fact that growth will only translate to reduction of poverty if it is backed by creation of productive employment. In other word improve employment and income opportunities for the poor are the principal route to reducing poverty abid. From the above impression, employment and income opportunities for a cohort of people (poor or vulnerable, youth, low skilled, immigrant workers, women etc.) with a view to supporting and upgrading their living standard and acrew the economy of the state. According to CBN (2011) living standard of those living in rural areas have worsened and some of the viable programmes of government that would enhance their living standard could not see the light of the day. Governmental programmes such as operation feed the nation in 1979, free revolution 1981 back to land 1984 etc, were all efforts made by the previous government in Nigeria to safe guard unemployed youth but all failed to address the problem. Other previous programmes aimed at generating employment include the directorate of food, roads and rural infrastructural (DFRFRI) National Directorate of Employment (NDE), people bank of Nigeria, better life for rural women programme, the family support programme, agric development programme, the nomadic and adult education etc. the recent plans or programmes promulgated to shed unemployment in a recent time from 1999 include the National poverty eradication programe (NAPEP) and the Nigerian economic empowerment and development strategies (NEEDS). One can belief that all the efforts mode failed because Nigerian and the people in Kano area were surrounded by the problem of unemployment. The following table proves that:

**Table 1.1 Statistics Unemployment in Nigeria**

Unemployment	2010	2011
Unemployment %	21.1	23.9
Population (million)	158.8	168

Adopted from Nigerian Economic fact sheet 2011 (in Danjuma, 2012).

It is evident that unemployment increases from 21.1% in 2010 to 23% in 2011 as according to the above table.

The above is nationwide and the individual states including Kano the focus of this paper. It is obvious that unemployment generation is inevitable and refocusing social studies education for employment generation can play an important role in Kano community. Okunloye et al (2013) issued some ideas for self-employment thus:

#### **Agriculture**

- Crop farming e.g. fruits, vegetables, kola nut, rubber, palm tree.
- Animal husbandry
- Small scale industries e.g. food processing, animal feed processing food storage and preservation etc.

Other services e.g. machine hire services, training, veterinary services, and provision or professional advice.

#### **Small scale manufacturing**

- Building materials
- Wood work
- Food and beverage

#### **Services**

##### **Operating private schools**

- Counseling services
- Transport services
- Laundry services
- Maintenance and repair of equipment

#### **Trading**

- Consumable goods
- Food
- Textiles
- Machines

In as much as it is good to learn an income from one's labour, all forms of self-employment should improve people's lives and develop society (abid).

How to refocus social studies education for employment generation in Kano

Social studies is an integrated discipline encompassing many subjects including economics, commerce, geography etc. economic diversification through employment generation according to the national commission for colleges of educational minimum standard, man and his economic activities is one of the courses to be taught in social studies. Economic activities comprise of three categories surrounding economic activities. The examples of self-employment ideas given above can be applied here. That is to say all students studying social studies under the course (124) man and his economic activities should be engaged in one or two forms of

self-employment as categorized above so as to be trained to have the skills of carrying out that forms of activity of their choice so at the end of their studies they can be self-employed and these economic activities and the course (214) field trip. These two courses expose students to various economic activities. Secondly, the methodology here all teaching aids, (materials) needed to give training for any or selected activities should be provided together with the trained and skilled personnel to undertake.

### **Recommendations**

- Provision should be made in the social education curriculum to include the engagement of students in training to acquire skills for self-employment as Kano State is a centre of commerce.
- Methodology must also re-direct to include the provision of all instructional materials that will aid the acquisition of skills for self-employment.
- Students must be encourage and or force to engage in one form of activity or other of their choice or interest.
- Fund provision is of paramount advantage; government should endeavor to fund the plan or program so as to succeed.
- Student, instructors and the general public should be enlightened to support the plan and to note that it is for the betterment of all.
- Plan will be made to include primary, secondary and tertiary economic productions or activities so as to give varieties of choice to students.

### **Conclusion**

Economic diversification is nowadays inevitable for modern communities and Kano is a centre of commerce and the home of numerous economic activities which do not exist in other part of the country. And all these economic activities are marketable in the area. Hence, refocusing social studies education for self-employment as suggested by this paper will safe guard and improves the living standard of reasonable number of Kano residents and acrew the economy of the area.

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