
**SOCIAL STUDIES IN NIGERIA AND
EMPLOYABILITY IN A NEW WORLD**

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Abstract

This paper examined “Social Studies in Nigeria and Employability in a New World”. It was a response to the notion that Social Studies Education in Nigeria does not prepare their graduates for employment and that the curriculum of Social Studies in Nigeria will not fit into the practice of a new world driven by technology. Teachers must change their pattern of instruction in compliance to technological advancement. Acquisition of knowledge and skill to prepare the individual for employability is found to be the advantage brought about by a new world of education. Therefore the paper concludes that Social Studies Education in Nigeria corresponds to the demand of a new world of education. It was suggested that teachers of Social Studies Education in Nigeria should migrate from the old norms to the innovative use of technology driven instruction delivery in order to make their learner competitive in the world of works. It was also suggested that government at all level in Nigeria should encourage the use of technology in the delivery of instruction by providing facilities to schools as demanded in a new world of education in the 21st Century.

Keywords: *Upper basic social, Skill acquisition, Sustainable youth, Empowerment. employability*

Introduction

Social Studies has a rich curriculum. Its contents are structured in such a way that, it is capable of developing the individual into a responsible citizen. The knowledge, attitude, values and skill needed in a social world are taught to learners at whatever level of the educational system in Nigeria. The discipline is an adaptive subject. It derives most of its contents from the Social Sciences. Osakwe and Itedjere (2005) found synergy between the Social Sciences and Social Studies Education in Nigeria. They insisted that Social Studies Education in Nigeria projects knowledge about people, their environment and the society in which this people live and interact socially, politically, economically, involving the use of diverse means of communication and social engagements. The authors agreed that Social Studies Education in Nigeria could achieve its goals by utilizing the knowledge (concepts) and skills that could be shifted from each and or all the social sciences to promote reasonable, dependable and reliable individual in their immediate and larger society.

Akinlaye (2003) found the structure of the subject in the schools system especially at the Upper Basic Education as founded upon most of the Social Sciences. He says that Social Studies education employ some of the concepts drawn from the Social Sciences to investigate issues and problems of people. Akinlaye (2003) found that Social Studies Education draws its inspirations, content, knowledge, values, skills and instructional methodologies from the Social Sciences dealing with human relationships. He linked the emergence of Upper Basic school curriculum to the inability of the Social Science to holistically prepare the learners to face the ever changing society in which they found themselves.. According to Akinlaye, Social Studies Education in Nigeria basic goal was to among others prepare young people to be more humane, rational, responsive and responsible participating citizens in a new world.

Despite the novel and innovative nature of the subject and its affinity with the Social Sciences, the implementation of its programme at the Upper Basic Education with basic goal of

preparing the young people to become useful in a new world have been called to question. This is because of the many objectives contained in the curriculum capable of making the individual becoming self-reliant in a new world is primed. It is expected that the amalgamation between the Social Science and Social Studies in Nigeria would promote and prepare a learners to be able to face their future with an amount of certainty. If this is not so, it means a new world would need a new Social Studies in Nigeria where the learner after leaving school would be employable in the labour market. To what extent has the Upper Basic Social Studies prepare students to make them employable in other sectors of the economy other than being employed as a classroom teacher which the present Social Studies programme is offering students in Nigeria? This paper therefore examined how Social Studies would facilitate employment of students after leaving school.

Education in Nigeria and the New World

The acquisition of broad knowledge and skills for the benefit of the individual is seen as the factor that has raised the need for an educated society. The revolutionary power of education on society was expressed by Thorning-Schmidt (2017). He observed education in the New World as the most empowering force in the world. The author says education creates knowledge, builds confidence and break down barriers to opportunity. Other capacities the child received when exposed to training includes: awareness of his environment, ability to actively participate meaningfully to his immediate community. Education creates stability, encourage children's brain development, provides independence, offers job prospects, increase aspirations and goals, teachers life skills, increases life span, it moves us towards equality, ensures the safety of society, as well as, encourages scientific, technological and ideological progress as an agent that will continue to change the world. The education that offers the listed importance of education must be functional.

Developing economy like that of Nigeria needs a functional education to make her citizen to be able to compete in a new world. In conceptual terms, Zeilberger (1999) submitted that we

are to ensure we provide best of learning opportunities for children with the requisite facilities that would encourage improve learning context in the society. This argument points to the fact that a satisfactory environment where learning takes place will add values to the system with the advantage for high test scores among students. Joseph (2008) recommends a functional education for Nigeria Educational system, because it is the type or education that will prepare individuals to face the challenge of the new world. This is with particular reference to equipping the young adults for employment or the ability to create wealth through the use of their skills acquired from education and training, that will fit the individual in the new world. Nomishan (2014) says that functional education is the type of education that will prepare individuals for participation in the new world which must recognize the vital role education plays in the development of Nigeria. The author observed that the present Nigeria educational system calls for urgent reform because the system is far behind the demand of the new world. Omolewa (2020) also shared the same concern, noting that after sixty (60) years of the Nigeria educational system, it has not achieved the required educational breakthrough. The indication is that what the education in Nigeria is offering students and learners cannot make them useful in the new world of education.

Concept of a New World of Education

The concept “A New World” is used to connote a modern approach to the practice of learning which different from the traditional way where technology was not involved. Washok (2020) relates the term A New World to education. He revealed that the impact of the new world has brought about brutal reality. Maymutefend and Lucin (2015) understood the term to mean the ever changing world that is caused by technological advancement. In his opinion, as a result of the exponential development of information and Communication Technologies, the world of learning has changes tremendously. The implication of the above notion is that we are experiencing the impact of a new world. That is a changing society

due to digitalization of the present world. Thus, the new world creates a different learning environment for the new generation of learners who must be willing to breakthrough into the new learning landscape. Thus, acquisition of knowledge, education and training appears simplified due to learning involving technological platforms.

Acquisition of Knowledge and Skills in a New World

There are different ways individual acquires knowledge and skills. The new world of education has simplify the process of this acquisition. Anderson (1982) observed that individuals and group of individuals can acquire knowledge and skills in the comfort of their home due to application of technology through instructional programme, using the Computer and other devices driven by the Internet. This process can be enhanced through exposure and use of technological models in an educational environment which has become the means of learning in the new world. Kurtz-Costes (2015) admits that knowledge acquisition deals with the ability to internalize information based on experience. He believed that this ability of being able to internalize instructions is facilitated by the deployment of technological devices appropriate for learning of the learners. This implies that effective and efficient learning in the new world of education heavily depends on models driven by technology. It is against this back drop that Washok (2020) observed that the lack of technological adaptations that many countries have had in place for years is showing in the low response to the reality of a new world. He revealed that the effect is being experienced by teachers as well as parents alike who are ill-coped with how to handle the needs of educating their children, thereby facing the new problem of schools unable to implement a meaningful and effective new world of education.

The Nature of a New World of Education

The demand of educating children in the new world is frustrating to teachers at schools and parents at home. Washok (2020).found that due to the seemingly changes brought about by technological

approaches to learning, a majority of parents who have traditionally sent their children to school to learn are facing the frustrations of teaching them the required contents at home themselves. Teachers on their part have difficulty implementing curriculum contents involving the use of technological devices. The beauty of the new world of education is that rather than facing a seemingly unending barrage of classes up to 20 or 30 students learning a topic as a regular classroom teacher does on a day to day basis, they are teaching all subjects to one, two or perhaps three or four students in the comfort of their own home. The implementation is that learning in the new world deemphasized physical classroom interaction via the Internet connectivity which propel the facilitation of instruction. This has created an emerging situation for the implementation of school curriculum for teachers at the secondary school levels in Nigeria.

Implementing Course Programme for the New World of Education

The emergency situation brought about by a new world of education had its difficulty for a majority of teachers at the Upper Basic school..System approach introduced to education appears to compound the pedagogical approach towards an effective implementation process of the Upper Basic School in Nigeria. This is because, baring the traditional method employed by classroom teacher, most innovative strategies would require the application of technological devices, including the use of the computer, video games, instructional delivery devices such as WhatsApp, Zoom conferencing Video to mention but a few involving an online teaching process. Online teachings are carried out via platforms. These platforms where they are appropriately deployed can simply aid the delivery of instructions and have been found to increase student cognitive abilities.

Ogwu, Emolafum Azor and Okwo (2022) found that while educational technology is a welcome development in modern society in many parts of the globe, most developing countries find it difficult to embrace its use in the classroom for instructions.

There are several effects by neglecting; adopting and utilizing technology in Social Studies Education Classroom. The effect was made bare when physical classroom for learning was interrupted during the lockdown. Numerous humans' socioeconomic functions were put on hold and education sector was not spared. Learning during that period was made possible via technology, involving the Computer and other devices using system of content delivery. In order to combat the effect in the post COVID-19 era, countries, including Nigeria has to introduce the use of technology into their school programme as part of their efforts to sustain system use in the different institutions in the country. The response by teachers of Social Studies Education to the new world of education based on technological adoption to instructional delivery seems to have been completely ignored. More importantly is the fact that Social Studies Education is the type of discipline that encourages global participation of learners. Technology adoption makes it possible for learners to be part of community of global learning.

Social Studies in a New World of Education

Social Studies is an adoptive discipline. The delivery of its contents can adopt the appropriate education technology to drive its instruction.. The ratio of adoption of technology for classroom interactions between teachers of old norms and teachers of innovation indicated in a model by Ogwu elta(2022) shows that larger percentage of classroom teachers in the new world of education are opened to adoption to technological uses. This is because, practitioners in the educational sector in the post COVID-19 era have responded to the change in the delivery of instruction. The conceptual model which illustrates the concept of the new world of education is replicated in the following:

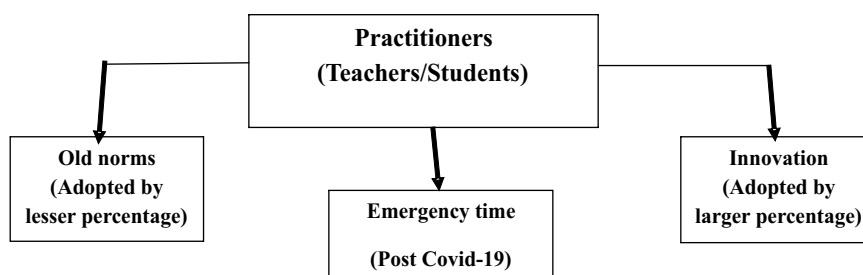


Figure 1: Conceptual Model of the New World of Education

Source: Ogwu (2022).

The model supports the notion that a new world of education is geared towards innovation. The nature of Social Studies Education according to Capture (2022) can be shaped when instruction is carried out virtually. This is because; virtual learning increases cognitive, affective and psychomotor domains of learners. It also makes download of course work possible and enhance research practice.. It has encouraged the theory of learn and work which could not be allowed in an education system that is based on the old norms. Thus, a new world of education creates opportunities to study while on a given job. It means that education in a new word enhance employability of individual learner.

A New World of Education and Employability

Social Studies Education in Nigeria has the objective of making learners to become self-reliant it equips the individual with Knowledge and skills that can make the individual's life meaningful to himself/herself and also be able to contribute meaningful to their larger society. The listed objectives of Social Studies Education in Nigeria as contained in the work of Akinlaye (2003) aligned with a new world of education.. It was generally agreed that the objective of the Social Studies Education when taught using technology would positively influenced students to learn and work, simultaneously. Advocate of a new world of education and its adoption in the school system in Nigeria has seen

the possibility of encouraging employability of learners who are exposed to this type of educational system.

Yorke (2004) says employability consists of efforts of the school system to train, equip and prepare learners for gainful employment and a means of livelihood. Kempster (2002) explained employability to mean those desirable qualities that employers would look for in the individual seeking to be engaged by a company. This includes competence in the use of the Computer and devices driven by technology. Therefore, it is important to have the knowledge and skills that is needed in the work place. At whatever level Social Studies Education in Nigeria is taught, learners are often exposed to relevant skills. Osakwe and Hedjare (2005) agreed that Social Studies assist students with knowledge to handle their problems and those of the larger society and work towards professionalism. It was their opinion to encourage skill acquisition in addition to the certificate obtained from school. The value of such skills often increases the chances for employment in the mind of top management of business owners. There are skills employers look for in addition to value and attitude which are great themes in the Social Studies. It is a recognizable fact that Social Studies is one of the cherished disciplines that train learners to become employable in the new world of works.

Social Studies offers graduate many work opportunity in Nigeria. This idea is confirmed in the study by Usmllelab (2002) and identified the banks, manufacturing companies, the judiciary, public libraries, Schools, Universities, healthcare institution, research firms, government agencies, including customs, correctional facilities, the police, Para-military and the military among other non-governmental organization in Nigeria. This report suggests that the career prospect and employment opportunities abound for graduates in this subject area of Education abound in Nigeria. The Social Studies curriculum provides all round training of the individual learner by developing the learner's heart and hand for practical assignment. The listed values and quality of the individual are an added value to

certification that increases the chance of the individual to be qualified for a type of job vacancies.

Conclusion

The new world of education has taken over the system of instructional delivery. A majority of practitioners are migrating from the old norms of facilitating instruction to the innovative system by adapting to the demand in a new world of education built on the use of technology. The influence of the new world of education corresponds to the objectives for the introduction of Education targeting Nigeria youth. Skills taught in Social Studies are found to be useful for preparing learner to be employable. The possibility of being gainfully employed has been enhanced through the acquisition of modern techniques involving the use of technology.

Suggestions

Teachers of Social Studies should migrate from the old norms to the innovative use of technology in the delivery of instruction. It is also suggested in this that, Social Studies should be reformed to emphasize graduate beyond the teaching profession. In addition, Government at all level in Nigeria should encourage the use of technology demanded in a new world of education in the 21st century.

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