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## **SOCIAL SCIENCE EDUCATION FOR SELF-RELIANCE**

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### **ABSTRACT**

This paper on Social Science Education for Self-Reliance canvasses support for the integration of Interdisciplinary Studies, Entrepreneurial Education and (Training, Sustainability Education, among a host of other Social Scientific Disciplines in the curriculum through restructuring with a view to enhance sustainable national development, engender critical, creative, liberated and self-reliant citizens for development and self-determination. It is also aimed at supplementing and complimenting Nigeria's philosophy of education which is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at the primary, secondary and tertiary levels, both inside and outside the formal school system. While attempting to ensure that the conceptual horse of Social Science Education is put in front of the areal cart so that scholarly investigation is hung on a stronger intellectual reed, the paper discusses the concepts of Social Science Education, Self-Reliance, Entrepreneurial Education, Sustainability Education, Sustainable National Development, the issues of Unemployment and Under-employment and the role of schools and Universities in producing Social Science Education Graduates for Self-Reliance and Sustainable National Development. It wonders, in fact, if students bother to question why a set of intellectual activity is referred to as a discipline! By extension, the paper also wonders if we as teachers sometimes question the significance if not the relevance of some of the things we teach. It takes the Social Sciences as examples and asks why it is thought necessary for us to produce graduates in Economics/Economics Education, Political Science/Political Science education, Geography/Geography Education, Sociology or Psychology. Why not a graduate in Social Science/Social Science Education where Social Science Constitutes a balanced mix of sub-sets of the set of discipline we presently call the Social Sciences/Social Sciences Education. The paper finally recommends, among a host of other germane recommendations that:

1. Any worthwhile attempt which is directed at ensuring greater utility of the Social sciences/Social Sciences Education by public and private sectors policy makers will have to involve a process of change which will affect both the Social Scientists/Educators, the Universities, Research Centres and Institutes, and the policy makers in the Nigerian Society.
2. Social Science Education for Self-Reliance should enable learners to change from dependence syndrome to independence and inter-dependent cooperation with others.
3. Self-Reliance is key to poverty reduction in Nigeria
4. Education loses its true meaning and purpose where learners graduate without requisite desirable knowledge, skills, attitudes, values and competences
5. Entrepreneurship Education should be integrated into the curriculum to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

6. Education should stress on concepts of equality and responsibility to give service which goes with any special<sup>1</sup> ability - provision of legal services, media, communication production and public relations including advertising, medical health services, designing and printing, carpentry, plumbing, welding, animal husbandry, food production, culinary studies, hospitality, catering for daily consumption, mechanical Ventures, Public/Private Administration/local Government Consultancy, Planning/conveyancing, surveying, or academic pursuits, to counteract temptation to intellectual arrogance, despising non-academic abilities.
7. Education for Sustainability or Sustainability Education should be encouraged in all its ramifications.
8. Government machinery and institutions should provide leadership in guiding and rallying the people to face challenges of sustainable national development with enthusiasm in confidence.
9. It is imperative that the field of Social Science Education be permitted to flourish alongside other interdisciplinary/multidisciplinary disciplines and sub-fields. Should this not evolve both the field of Social Science Education in general and Education in particular, will be poorer for it.
10. Finally, it is contended that without effective leadership, slogans of self-help and self-reliance will be useless to people and sustainable national development.

## **INTRODUCTION**

### **The Serious Challenges and Crises Facing Nigeria**

Of the various challenges which Nigeria has faced and continues to face, the current crisis is the most serious. It calls for understanding and immediate action. We are now accustomed to speaking of crisis all the time. We talk of insecurity crisis, Boko Haram crisis, armed robbery crisis, kidnapping crisis, corruption crisis, crisis of bribery in the legislative, executive and judicial arms of federal, state and local governments, unemployment crisis, fuel subsidy crisis, pension funds crisis, trade unions crisis, and education crisis.

### **Socio-Political-Economic Crises**

Other current crises in Nigeria include economic crisis, social crisis, political crisis, religious crisis, ethnic crisis, poverty and inequality crisis, the crisis of legitimacy, ideological crisis, cultural crisis, crisis of the ecology and environment. Even in talking of the economic crisis, we sub-divide it into agricultural crisis, food crisis, industrial crisis, agrarian crisis, debt crisis and balance of payments crisis. We also talk of development crisis theory and practice, of moral crisis, or crisis of confidence, accumulation crisis, crisis of social reproduction and crisis of livelihood

### **The Crises of Education, Unemployment and Funding**

In relation to crisis of education, the most pernicious and damaging is the crisis of graduate unemployment and underemployment. Scarcity of opportunities of employment has led to cut edge competition in pursuit of more academic certificates. This in turn has led to increased pressure on educational institutions within which the learners compete against each other even

as their institutions compete with similar educational institutions coupled with proliferation of Universities - Federal, State and Private. The adverse effect of these contradictions and complications that one hates to remember and one remembers to hate is that Nigeria today stands dangerously on the brink of the precipice of disaster. The geographical, economic and political entity built over the years is cracking so badly that there are now grave signs that it will sooner or later- perhaps sooner than later - collapse and shatter to pieces. A society that is unjust, unfree, corrupt, deeply divided, devoid of equality of opportunity including educational opportunities, is bound to be inherently unstable and in crisis.

### **Scholars Concerns**

Concern about these crises has been expressed by a mixed group of scholars and policy-makers. (Ake, 1988, Ayoade, 2010, 1997, 1979, 1972, Olayiwola, 2012, 2011, 1996, 1995, 1993, 1992, 1991/1990, 1987, 1986, 1984, 1981, 1974). This paper on Social Science Education for Self-Reliance addresses one aspect of the Nigerian crisis - the crisis of education and graduate unemployment and underemployment and seeks answers in the integration of Social Science Education, Entrepreneurship Education and Sustainability Education through the restructuring of the curriculum.

### **Statement of the Problem**

Despite Nigeria's abundant natural resources and her large population the mass majority of the population has witnessed sharp deterioration on their material well-being in recent years. The myriad problems which have characterized the present crisis of the Nigerian economy are unprecedented in our recent history. With it, the level of unemployment has reached an alarming rate with untold hardship on families. Bad weather, desert encroachment, soil erosion and inadequate government policies have resulted in untold hardship for the peasantry within the last five decades Youth unemployment has in the past few years taken a serious dimension. The present marginalization of a generation of Nigerian Youths who must invariably form the backbone of the future is not just dangerous but might provide the fodder for the eventual self destruction of the socio-economic order. The present crisis has manifested itself amongst others in the virtual collapse of production in the economy graphically demonstrated at the beginning of the crisis, by the food crisis and the increasing misery of peasant agriculture; closely related to the collapsing production system has been mass unemployment and retrenchment of labour; high rates of inflation; the general deterioration of the material well-being and living standard of Nigerians. Freezing of money wages in the face of high inflation rates, retrenchment of labour, food shortages and consequent high food prices have seriously undermined the economic security of the Nigerian population particularly those of the working class and the peasantry. When combined with the fiscal crisis of the state which has resulted in massive cuts in government's provision of social services and the introduction and/or increases in the fees and rates paid for these services, the situation becomes critical. Nigeria is alleged to be one of the countries with the 'Highest Suffering Rates' (HRS) along with countries like Somalia, Ethiopia, Burkina Faso, and Mali. A number of socio-economic indices such as population growth, gross national products, infant mortality, illiteracy and food consumption etc. confirmed this coupled with the mounting

foreign and domestic debts for which there is very little to show for in the domestic economy. Preventive medicine and health delivery services are on a verge of total collapse. The national hospitals are said to have been reduced to mere consulting clinics. Drugs are not available in these hospitals. The various fees that are charged now in most of these hospitals have discouraged their use by the poorest segment of the society.

### **The Serious Problems of the Educational System**

The educational system is facing serious problems- from the primary to the University level. With the drastic reduction of funding the financial crisis of the nation's school system has seriously undermined education in the country. Teachers in various states had to go for months without pay. Fees charged are again making the poorest segments of society wonder why they should worry about education; the crisis has also manifested itself in political instability. The crisis of the state itself reflects the intensity of intra-class squabbles and balancing of forces which revolved round the control of national wealth; crime, social disturbances, religious crisis, labour unrest have all intensified as the crisis of the economy deepens.

### **NIGERIA: A NATION OF CRIMINALS?**

One former Head of State noted: "In the past few weeks, there was hardly any day without stories of either armed robbery, smuggling of dangerous drugs and other related violent crimes occurring at our seaports, airports and cities". "I am aware that things are hard but this should not be an excuse for our youths to take to crimes as a means of sustenance, which tends to portray us as a nation of criminals". The fact of the matter is that the persistent crisis has forced not just the youth to take crimes as a means of sustenance but the entire Nigerian bourgeoisie since political independence have behaved as if criminal means to affluence is justified under the cover of the state. Various probe reports have documented how Nigeria has been systematically plundered by the ruling class. The crisis has intensified this tendency. This is the problem. This paper contends that one solution to graduate unemployment is Social Science Education for Self-Reliance.

### **LITERATURE REVIEW: CONCEPTUAL CLARIFICATIONS AND DEFINITION OF TERMS**

#### **The Dichotomy between "reading" and doing University Education**

Dudley (1975), makes a distinction between a student coming to a University to read Physics and one coming to do Physics. Most students who enter a University come to read, not to do. By reading, say physics or mathematics, an orientation to education which sees education simply as the acquisition of a given body of information and/or set of techniques. The case of the economist who sees economics simply as an exercise in sophisticated model building but who is unconcerned about the policy relevance of his models is something we are having to live with. The contrast to "reading" is "doing", an orientation which takes education not as an initiation into a mystery but an enterprise in exploration, an unceasing inquisitiveness even about that which is familiar.

#### **The Distinction between Schooling and Education**

Also, scholars have distinguished between, schooling and educating. Schooling without

education involves substituting correct pedagogical practices with indoctrination, drilling pupils for sole purpose of passing examination with flying colours. Learners instead of acquiring goals and objectives intended by the syllabus, they learn by rote memory where inert facts and class notes are soon forgotten after the examination (Mattei, 1996). Another problem is that instructional methods are teacher-centered at the expense of learner's participation. These problems are compounded where the content of curriculum is irrelevant to Nigerian needs.

**The task of thinking and re-thinking** (Mboya, (1972) says indeed in moments of crises people must, acknowledge that simple answers do not exist in practice. Our task is to think and to act on that thinking.... In the light of our African experience... we must think again (re-think) about the realities underlying our problems of education. This is the type of thinking and re-thinking that has attended the wisdom in this exercise.

**Education:** Njoroge - Bennaars (1986, 248) have defined education as the inter-subjective process of learning to be a self-reliant person in society.

**Self-Reliance:** Self-Reliance is synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. A self-reliant person is 'someone who is able to realize himself not only physically and mentally but also morally, socially and emotionally' (Njoroge-Bennaars 1986, 249). That is 'physical, mental, social, moral and emotional development.

**Education and Society:** Education cannot be considered apart from society. The formal school system cannot educate a child in isolation from the social and economic system in which it operates. The truth is that education is unavoidably part of society (Hinzen-Hundsorder 1 976, 5).

**Self-Reliance and Self-Sustainability:** Self-reliance is akin to self-help, self-sustainability, self-sufficiency and self-support (Ruwa, 2002). Self-reliance and its kin-terms accentuates people's primary role as principal agents of development and self-determination both on the individual and collective levels. Self-reliance is the personal initiative in the ability and effort to identify, harness and manage efficiently and effectively the personal and collective resources, human or natural in the immediate surrounding in order to uplift one's or a people's life quality, standard and condition of existence. Self-reliance cautions against dependency-syndrome on the government as the monopoly of development. It challenges the individual to assess, evaluate and take advantage of personal resourcefulness. For maximum and effective impact in the society, self-reliance as an ideal requires guidance and planning where students will be made to come face to face with the reality of life.

**Entrepreneurship Education:** What makes entrepreneurship education distinctive is its focus on realization of opportunity, where management education is focused on the best way to operate existing hierarchies. Stressing the importance of entrepreneurship education, Nanassy,

Malsbary and Tonne (1977) in Salau (1999) maintained that, to be economically literate and informed citizens, wise consumers and competent workers, each person must have some understanding of the world of business and how it functions. Everybody must possess at least minimum knowledge, skills and understanding with which to make contributions to the world of work. Entrepreneurship education plays a very important role in providing students, at all levels, with the ability to function effectively in our business world whether public or private sectors.

### **Sustainability Education**

Education for Sustainability or sustainability education is defined as a combination of content, learning methods, and outcomes that helps students develop a knowledge base about the environment, the economy, and society, in addition to helping them learn skills, perspectives and values that guide and motivate them to seek sustainable livelihoods, participate in a democratic society and live in a sustainable manner. (McMillan and Higgs, 2003). Education for sustainability is by nature interdisciplinary, and therefore can be readily integrated into core content teaching and learning. Education for sustainability uses a variety of pedagogical techniques that promote participatory learning and higher-order thinking skills.

### **Sustainable National Development**

Sustainable National Development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. Sustainable national development is normally assessed by reference to parallel progress in its "three pillars" - economic growth/economic development, human development/social development, and environmental protection. These can also be examined at local, national, regional or global levels.

### **Five Precepts of Sustainable National Development**

The UN Department of Economic and Social Affairs developed guidelines for preparing a national sustainable development strategy that focused on five precepts:

1. Integrating economic, Social and Environmental objectives, and ensuring balance across sectors, territories and generations;
2. Ensuring broad participation and effective partnerships;
3. Promoting country own ship and commitment;
4. Developing capacity and an enabling environment;
5. Focusing on outcomes and means of implementation (UN DESA, 2002).

### **Social Science Education**

Social Science involves the study of people and their interactions with each other, with their social and political institutions and with their environment. Accordingly, Social Science Education major includes a broad range of courses and subjects. Students are expected to demonstrate both breadth and depth of understanding in the academic disciplines that made up the Social Sciences. Social Science is the field of study concerned with society and human behaviours. "Social Science" is commonly used as an umbrella term to refer to a plurality of fields outside

of the natural sciences. These include: Political Science, Economics, Education, Anthropology, Archeology, Criminology, Linguistics, Public Administration, and International Relations, Sociology, Geography, History, Law, and Psychology, The field of Social Sciences is broad (Homans, 1976). The term may however be used in the specific context of referring to the original science of society established in 19<sup>th</sup> century sociology. Emile Durkheim, Karl Marx, and Max Weber are typically cited as the principal architects of modern Social Science by this definition. Branches of Social Sciences

- **Economics:** is a Social Science that seeks to analyze and describe the production, distribution and consumption of wealth.
- **Education:** encompasses teaching and learning specific skills, and also something less tangible but more profound: the imparting of knowledge, positive judgement and well-developed wisdom.
- **Human Geography:** focuses largely on the built environment and how space is created, viewed and managed by humans as well as the influence humans have on the space they occupy. Physical geography examines the natural environment and how the climate, vegetation and life, soil, water and landforms are produced and interact. Environmental geography combines physical and human geography and looks at the interactions between the environment and humans.
- History is the continuous, systematic, narrative and research into past human events as interpreted through historic-graphical paradigms or theories.
- **Law:** in common parlance means a rule which (unlike a rule of ethics) is capable of enforcement through institutions.
- **Linguistics:** investigates the cognitive and social aspects of human language,
- **Political Science:** is an academic and research discipline that deals with the theory and practice of politics and the description and analysis of political systems and political behaviour.
- **Public Administration:** is the development, implementation and study of branches of government policy.
- **Psychology:** is an academic and applied field involving the study of behaviour and mental processes. It also refers to the application of such knowledge to various spheres of human activity, including problems of individuals' daily lives and the treatment of mental illness.
- **Sociology** - is the systematic study of society and human social action.

### **Further Fields**

Additional Social Science disciplines and fields of study include:

- **Archaeology** - is the Science that studies human cultures through the recovery, documentation, analysis, and interrelation of material remains and environmental data, including architecture, artifacts, features, biofacts, and landscapes.
- **Area studies** - are interdisciplinary fields of research and scholarship pertaining to particular geographical, national/federal, or cultural regions.
- **Behavioural Science** - is a term that encompasses all the disciplines that explore the activities of and interactions among organisms in the natural world.

- **Communication Studies** - is an academic field that deals with processes of communication, commonly defined as the sharing of symbols over distances in space and time.
- **Demography** - is the statistical study of all populations.
- **Development Studies** - a multidisciplinary branch of Social Science which addresses issues of concern to developing countries.
- **Environmental Social Science** is the broad, trans-disciplinary study of interrelations between humans and the natural environment.
- **Environmental Studies** integrate Social, Humanistic, and natural Science perspectives on the relation between humans and the natural environment.
- **Information Science** - is an interdisciplinary Science primarily concerned with the collection, classification, manipulation, storage, retrieval and dissemination of information.
- **International Studies** - covers both international relations (the study of foreign affairs and global issues among states within the international system) and international education (the comprehensive approach that intentionally prepares people to be active and engaged participants in an interconnected world).
- **Journalism** - is the craft of conveying news, descriptive material and comment via a widening spectrum of media.
- **Legal Management** - is a Social Sciences discipline that is designed for students interested in the study of State and Legal elements.
- **Library Science** - is an interdisciplinary field that applies the practices, perspectives, and tools of management, information technology, education, and other areas to libraries, the collection, organisation, presentation and dissemination of information resources, and the political, economy of information.
- **Management** - in all business and human organization activity is simply the act of getting people together to accomplish desired goals and objectives
- **Political economy** - is the study of production, buying and selling, and their relations with law, custom and government.
- **Anthropology** — is the holistic "Science of man" — a Science of the totality of human existence. (Olayiwola, 2012).

### **METHODOLOGY THE MULTIDISCIPLINARY APPROACH IN THE SOCIAL SCIENCES**

As the name suggests, the multidisciplinary methodological approach used in this paper uses data or method from more than one discipline. This is because society is an all-inclusive entity, a composite system, whose component parts (or subsystems) are closely related. It follows then, that, to understand one part, we require an understanding of the others. This is the basis of our employing the multidisciplinary methodological approach. The paper's multi-layer approach is based on review of extant literature, government records, gazettes, memoranda, informal, discussions, interviews etc. The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives. In this sense, in-depth interviews yield information. There are (key characteristics) that differentiate an in-depth, qualitative research interview from a regular interview. Some key characteristics of in-depth interviews include:



- **Open-ended Questions:** Questions should be worded so that respondents cannot simply answer yes or no, but must expound on the topic.
- **Semi-structural Format:** Although you should have some pre-planned questions to ask during the interview, you must also allow questions to flow naturally, based on information provided by the respondent. You should not insist upon asking specific questions in a specific order. In fact, the flow of the conversation dictates the questions asked and those omitted, as well as the order of the questions.
- **Seek understanding and interpretation:** You should try to interpret what you are hearing as well as seek clarity and a deeper understanding from the respondent throughout the interview.
- **Conversational:** You should be conversational, but your role is primarily that of a listener. There should be smooth transitions from one topic to the next.
- **Recording responses:** The responses are recorded, typically with audiotape and written notes (i.e. field notes).
- **Record observations:** You observe and record non-verbal behaviour on the field notes as they occur.
- **Record reflections:** You record your views and feelings immediately after the interview as well.

In essence, in-depth interviews involve not only asking questions, but the systematic recording and documenting of responses coupled with intense probing for deeper meaning and understanding of responses. Thus, in-depth interviewing often requires repeated interview sessions with the target audience under study. Unlike focus group interviews, in-depth interviews occur with one individual at a time to provide a more involving experience.

Also, used as Data sources are:

- **Library Sources**  
Books, Auto-Biographies and other publications which are written either by the political actors themselves or by scholars,
- **Government Publications:** Publications by the ministries of Information Education and other government agencies, including press releases by such agencies as Local Government council authorities, on Education in particular.
- **Newspapers/Journals/Periodicals**  
Newspaper reports of major pronouncements by main political actors (which are not denied) and of government projects or proposed plans for Local Government. Government budgets and other press releases by the government or political groups which appear in newspapers and are relevant to the subject-matter of this research, are used.
- **Recordings of speeches on the Electronic media**  
Recording of speeches by government functionaries over the radio or T,V, are also used where appropriate.

### **Data Analysis: Aims of Education**

Philosophers of education have had about five basic ways of looking at education, all of them mutually interlocking. These have informed various studies and design of educational systems. They are:

1. Education for civility and culture,
2. Education for individual empowerment;
3. Education for public enlightenment and democracy,
4. Education for manpower and economic development and
5. Education for national power (Ofeimum, 2004).

Education should prepare people for their responsibilities as free workers and citizens that are people able to think for themselves, who make judgement on all issues affecting them. In other words, education should not produce robots, which work hard but never question what leaders do or say.

Education should encourage learners to develop three things

- a) An enquiring mind;
- b) An ability to learn from what others do, and reject or adapt it to his own needs; and
- c) A basic confidence in his own position as a free and equal member of society, who values others and is valued by them for what he is.

Education should inculcate a sense of commitment to the total community and help pupils accept the values of society. Education should emphasize cooperative endeavour, not merely individual advancement;

### **Entrepreneurship Education**

Entrepreneurship education is education about business and education for business. Nwokolo (1990) says though business sectors are the engine for the national economic development entrepreneurship education is the fuel to the engine. For Nigeria to be among the 20 developed economy in the world by the year 2020 as envisaged by the late President Umaru Musa Yar'adua, entrepreneurship education must be given the desired prominence at all levels of our education. Curriculum innovation is needed to allow for entrepreneurship education in the society. The teaching of both the theory and practice of entrepreneurship development in the nation's educational system is of paramount importance. Entrepreneurship education can be oriented towards different ways of realizing, opportunities:

The most popular one is regular entrepreneurship. Opening a new organization (e.g. starting a new business), Another approach is to promote innovation or introduce new products or services or markets in existing firms. This approach is called corporate entrepreneurship or entrepreneurship. A recent approach involves creating charitable organizations (or portions of existing charities), which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing. Even, a version of public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service. This approach got its start in the policies of the United Kingdoms Margaret Thatcher and the United States' Ronald Reagan. Entrepreneurship education can be defined as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Entrepreneurship education and training can make a positive contribution to job

creation and therefore, to poverty alleviation - encouraging entrepreneurial spirit is a key to creating jobs and improving competitiveness and economic growth throughout market economies. Curriculum development, together with entrepreneurship education, will improve the quality of teaching entrepreneurship at all levels. Government, schools, universities and service providers will have to work together to increase the awareness and changing perceptions of entrepreneurship as an alternative career. Working together would also ensure that duplication is either limited or totally eliminated. It will further help in utilizing limited resources optimally. Particular emphasis should be placed on entrepreneurship education in rural areas, as the unemployment is normally higher in these areas. Educators should use good role models as it will enhance the chances of learners following in their footsteps. Entrepreneurship education needs to be localized i.e. researching the local environment and circumstances before implementing another general programme which will not in any way contribute to skills improvement and therefore, to small and medium enterprise development and ultimately job creation. Involving business in the provision of education, training, role models and financial support is a vital component. Networking between all stakeholders and participants in the system of educational service delivery collaborative affiliation made up is also of paramount importance. The goal of entrepreneurship education should be education for self-reliance. It has a greater role to play today in the promotion of employment in our economy.

Entrepreneurship education equips people with managerial skills that will enable them manage both human and material resources towards the attainment of the objective of self-reliance. Salau (1999) stated that entrepreneurship education plays a major role of the ultimate supplier of vocational and consumer education in a civilized society. It is an education that teaches and shows the students and the public how to make a living and how to develop plans and forecast for future. It is the only education that can expose the students to industrial enterprises practicum. This will equip our primary, secondary and university graduates with specific skills that will make them self-reliant.

### **The Nigerian Graduates of Today:**

The Nigerian graduates of today at various levels, can no longer rely on the Nigerian labour market to provide him/her jobs. He/she has to vent for an alternative source of employment, which is SELF-EMPLOYMENT (HIM, 2007).

### **Who is an Entrepreneur?**

Kehinde, (2008) defines entrepreneurship as a process whereby an entrepreneur organizes the factors of production i.e. land, labour and capital to transform a business idea into profitable reality. Odeyemi, Kehinde, Bankole and Abifarin (2004) define an entrepreneur as a person who is able to look at the environment, identify opportunities to improve the environment, gather resources and implement action to maximize those opportunities. The simple function which constitutes entrepreneurship is innovation. Gana (1995) defines entrepreneurship as the willingness and ability of an individual to seek out investment opportunities.

## **Youth Unemployment**

The Federal Government was aware of the World Bank, International Labour Organization and the Economic Commission for Africa's report saying that the nation's economic situation would worsen in 2009. Olukanmi, who said this at the public presentation of Nigeria Youth Employment Action document NI-YEAP, designed to guide all ministries to generate employment for the youth, said, "The focus on employment generation should be on the creation of at least one million jobs this year alone, to match the thousands of inflows of Nigerian youths into the labour market on an annual basis. The NI-YEAP projects that about 4.5 million youths, predominantly the educated ones, would join the labour market annually from 2009 to 2011. This means that the administration will have to create 13.5 million jobs between now and the last year. The World Bank classified Nigeria among the nations prone to widening poverty and socio-economic crisis occasioned by the ongoing global economic crisis. The World Bank reckons that 40 million youths aged 18 to 24 years are unemployed. The world body has warned the nation that the malaise of youth unemployment is a "ticking time bomb". It is also reckoned that children between ages 0 and 24 constitute 60 per cent or 80 million of the nation's 160 million population. The natural consequence of rapid population growth within a shrinking economy is the rising rate of youth unemployment and soaring crime rate. The unabated violence in the Niger Delta region that has resulted in persistent shut-ins, loss of billions of dollars and mindless kidnapping of foreigners and indigenes are partly due to youth unemployment.

While many unemployed youths have become bandits, another teeming percentage engages in menial and unsustainable jobs such as Okada riding for survival while another set, especially the educated ones, have turned to Internet scam. Arguably, as far as the nation's worsening negative image is concerned, social problems arising from youth unemployment is a major cause. It is regrettable that despite persistent threat of youth unemployment to the security and survival of the nation and its attendant growing public concern, it took three international bodies to ginger the government to action. There is a need to adopt a holistic approach to the job creation effort. The FG should immediately implement the 2004 continental strategy known as the Ouagadougou Plan of Action, which was endorsed at an African Union summit on employment in Burkina Fasso. The plan calls on member nations to diversity their economies into labour-intensive industries, create opportunities for young people and women and adopts laws that attract investors. In doing this, the manufacturing and agriculture sectors have to be revitalized.

## **The Role of Universities**

The role of universities in all these discussions as observed by students of the social role of universities has been either to maintain stability and the status quo or to promote social change (Perkins, 1973). The importance of the University in overcoming the social, economic and political problems of a developing nation such as Nigeria is now generally recognized. Nevertheless, the environment in which the university functions establishes the boundaries for what the institution may or may not do. Kerr, (1964) contends that universities can be, and have been, used for a variety of purposes; as instruments of public policy, instruments of private profit, and instruments for

the upliftment of the general culture. A university should serve as the bedrock upon which all the best principles and aspirations of a nation are anchored (Rotimi, 1971). Universities, being at the apex of our educational system, are expected by tradition and common consent to provide our educational system with its leadership. In addition, they are intended to be the guardians of truth, the seekers of new truth, the conservators of society's heritage, the moulders of its youths and the path finders of its future. A university should be the place where students receive the necessary ingredients to make them matured men, and where they are brought up to take effective and leading roles in the building of the nation. A university in Nigeria should be an instrument not only for achieving social, economic and technological development, but also for forging national unity, understanding and peace (Nigerian Daily Times 1972).

### **Market-Oriented Courses**

While indeed university courses should meet the demands of the labour-market, it is a fallacy to expect all courses to do so. This runs the risk of producing graduates who can only fit into the existing economic conditions like cogs in the wheel. Learners programmed to think within the limits of the prevalent market forces are mentally imprisoned. They end up restricted within the prevalent idol of market place (Burt 1939, 34-43). Instead, university should produce graduates who not only understand the current market-demands but more so graduates who deconstruct dominant narrative. Social development requires three principles.

1. equality and respect for human dignity;
2. sharing of resources produced by human effort; and
3. work by everyone and exploitation by none.

### **CONCLUSION AND RECOMMENDATIONS**

This paper on Social Science Education for Self-Reliance has stressed the need for a restructuring of the education curriculum to integrate social science education, entrepreneurship education and sustainability education with a view to achieving sustainable national development, and a united, strong and self-reliant nation. The paper discussed the challenges and crisis of education, unemployment, funding, among a host of other crises facing Nigeria today and submits that social science education for self-reliance coupled with entrepreneurship and sustainability education will help in no small measure in minimizing some of the problems. Perhaps nowhere in Independent Black Africa has social science become more prominent and received more attention than in Nigeria. This is evidenced by the number of universities which currently teach the social sciences, the number of research institutes utilizing the resources of social scientists and the number of Nigerians specializing in the social sciences. However, there are numerous factors which militate against the social sciences having the degree of impact that the disciplines could have had on policy in Nigeria. This paper argues that integrating interdisciplinary social science education for self-reliance will help to increase the impact of social scientific disciplines tremendously. The paper maintains that the modern image of the university is that it is both a service and a manufacturing industry. The university should provide its students with such education that is broad enough to make them constantly aware of their social administrative, political, economic, environmental, leadership and humanitarian responsibilities at different Levels, local, state, national, regional,

continental, international and intercontinental and at the same time specific enough to guarantee their attainment of those skills that are necessary for higher education or for employment or self employment in a competitive world. The paper frowns at the response of the populace to tackling the various crises that have engulfed the Nigerian society and blames the successive Nigerian governments for their weakness, lack of political will, and non-challant, lackadaisical and cantankerous attitude to the problems. The state has become an avenue for amassing wealth for a small segment of the population. Public enterprises became conduit pipe for siphoning government revenue. The state instead of creating the conditions for the upliftment of the mass majority of the Nigerian people, became an instrument of class control over the resources of the country. State power has been used to expropriate surplus from the Nigerian economy for the benefit of a few. The state in protecting property rights has tended to entrench property relations that have persistently undermined the social defence of the majority of the population. This has tended to fetter the development of an internal defence mechanism that would cater equally for all in the society.

The response to these developments can be seen at two levels. On the micro level one observes the survival strategies adopted by individuals and households in the face of the socio-politico economic crises. As already observed above some individuals in Nigeria have adopted serious deviant behaviour in response to their marginalization and brutalization by the economy and society. Rampant armed robbery, drug smuggling and violence on society have characterized some individual responses. Because they see that security as a whole has failed to provide adequate social politico economic, security and defence for them, they have through these means tried to provide one for themselves. On a more general level, petty crimes, corruption, theft have increased as individuals try to make ends meet. Government employees have sometimes abandoned their jobs for extra income yielding activities. Those on the job demand gratification before routine jobs are done. People are forced by the socio-economic system to abandon all decency in a bid to maintain a fair but fast declining standard of living.- At the macro level various responses have manifested themselves in Nigeria. Social disturbances, religious, ethnic, political, crisis, labour unrest, violent riots and general crime waves have been witnessed. These responses demonstrate the lack of any coherent and effective internal defence mechanism. This paper submits that social science education for self-reliance may help ameliorate the aspect of graduate unemployment and educational morass/malaise.

Finally, the paper makes the following recommendations;

1. The governments, universities and stakeholders in all public and private sectors of the Nigeria society should leave no stone unturned to ensure the provision of appropriate environments that enable students to raise their level of creativity and promote the spirit of self-reliance;
2. All hands must be on deck to ensure the achievement of the goals contained in the National Policy on Education Document. The relevant ones to this paper on social science education for self-reliance are:
  - Modern and vibrant education system which provides for every Nigerian the opportunity and facility to achieve his maximum potential and provides the country with adequate and competent manpower.

- The training of the mind in the understanding of the world around and the acquisition of the appropriate skills and the development of mental, physical and social abilities and competences as equipment for individual to live and contribute to the development of the society;
  - Give training and impart the necessary skills to individuals who shall be self-reliant economically.
  - Provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development;
  - The important thrust of Nigeria's National Education Policy of Education for Self-Reliance.
3. The paper believes that Social Science Education for Self-Reliance will supplement and compliment Nigeria's effort and vision 20:2020. This is a document of an economic transformation blue print (road map) that is expected to launch Nigeria into the league of the 20 most developed countries of the world by year 2020 and be self-reliant.

To attain this overarching goal of reaching the top 20 economies by year 2020, and be self-reliant, the country will need to enhance her economic development performance as illustrated below:

- **Polity:** By 2020 the country will be peaceful, harmonious and a stable democracy.
- **Macro-Economy:** A sound, stable and globally competitive economy with a GDP of not less than 900 Billion USD and a per capita income of not less than 4,0000 USD/annum.
- **Infrastructure:** Adequate infrastructure services that support the full mobilization of all economic sectors,
- **Education:** Modern and vibrant education system which provides for every Nigerian the opportunity and facility to achieve his maximum potential and provides the country with adequate and competent manpower.
- **Health:** A health sector that supports and sustains a life expectancy of not less than 70 years and reduces to the barest minimum the burden of infectious diseases such as malaria, HIV/AIDS and other debilitating diseases.
- **Agriculture:** A modern technologically enabled agricultural sector that fully exploits the vast agricultural resources of the country ensures national food security and contributes significantly to foreign exchange earnings.
- **Manufacturing:** A vibrant and globally competitive manufacturing sector that contributes significantly to GDP with a manufacturing value added of not less than 40%.

The following critical priority areas are identified for immediate attention.

(i) Decentralization of governance (ii) sustainability (iii) Economic Reforms (iv) Land Use/Property Reforms (v) Public Service Reforms (vi) National Security (vii) human capacity development and (viii) critical infrastructure (with particular emphasis on power and transportation).

- Any worthwhile attempt; which is directed at ensuring greater utility of the Social Sciences/Social Sciences Education by public and private sectors policy makers will have to involve a process of change which will affect both the Social

Scientists/Educators, the Universities, Research Centres and Institutes, and the Policy Makes in the Nigerian Society.

- Social Science Education for Self-Reliance should enable learners to change from dependence and inter-dependent cooperation with others.
- Self-reliance is key to poverty reduction in Nigeria.
- Education loses its true meaning and purpose where learners graduate without requisite desirable knowledge, skills, attitudes, values and competences.
- Entrepreneurship Education should be integrated into the curriculum to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.
- Education should stress on concepts of equality and responsibility to give service which goes with any special ability - provision of legal services, media, communication production and public relations including advertising, medical health services, designing and printing, carpentry, plumbing, welding, animal husbandry, food production, culinary studies, hospitality, catering for daily consumption, mechanical ventures, public/private administration/local government consultancy planning/conveyance surveying or academic pursuits, to counteract temptation to intellectual arrogance, despising non-academic abilities.
- Education for Sustainability or Sustainability Education should be encouraged in all its ramifications.
- Government machinery and institutions should provide leadership in guiding and rallying the people to face challenges of sustainable national development with enthusiasm in confidence.
- It is imperative that the field of Social Science Education be permitted to flourish alongside other interdisciplinary/multidisciplinary disciplines and sub-fields. Should this not evolve both the field of Social Science Education in general and education in particular, will be poorer for it.
- Finally, it is contended that without effective leadership, slogans of self-help and self-reliance will be useless to people and sustainable national development.

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