



Repositioning Upper Basic Schools Social Studies Curriculum: For Entrepreneurship and Self- Reliance Education to Enhance Job Creation in North Central. Nigeria

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Abstract

Original Research Article

The study was a survey of how Social Studies curriculum can be repositioned to effectively integrate entrepreneurship and self-reliance education in order to enhance job creation in North-Central Nigeria. The study aims to ascertain the importance of making entrepreneurship a core subject in the social studies curriculum at upper basic levels of education to enhance job creation in North-Central Nigeria. Two research questions guided the study. A descriptive survey was adopted. The lecturers from the Departments of Curriculum and Instruction, Educational Psychology, Educational Foundations, Social Studies and other key teaching staff from the School of Sciences, Arts and Social Sciences, as well as the School of Languages, totalling 150 respondents in Federal Colleges of Education in North-Central were purposively selected for the study. Repositioning Social Studies Curriculum Include Entrepreneurship Education Questionnaire (RSSCIEEQ) was used as an instrument for data collection. Data analyzed with the aid of mean and standard deviation revealed that making entrepreneurship studies a core course in social studies curriculums will create awareness about its importance to teenagers especially in developing a spirit of self-reliance and increase of employment to a very high extent in Nigeria. However, some government policies may or may not serve as barriers to the inclusion of entrepreneurship studies in the social studies curriculum. It was recommended among other things that the inclusion of entrepreneurship studies in social studies curriculum should be prioritized at upper basic levels of education by the government of Nigeria.

Keywords: Repositioning, Self- Reliance Education, Social studies, Curriculum, Entrepreneurship, Unemployment.

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Introduction

Social Studies education was introduced in Nigeria toward the end of the colonial period as a transformative discipline aimed at replacing colonial educational content with knowledge, skills, values, and attitudes relevant to Nigerian society. It was designed to prepare learners to

understand societal realities and solve emerging socio-economic problems (Bakare, 2024; Ibrahim & Jibia, 2024).

According to the National Policy on Education (2004), education should equip individuals with relevant skills, competencies, and values necessary for self-reliance and meaningful



contribution to society. Social Studies, being value-oriented and skill-based, is positioned to support these national aspirations. However, Nigeria continues to experience high rates of unemployment and underemployment among school graduates. Despite the introduction of entrepreneurship education at tertiary levels, foundational exposure at the Upper Basic level remains insufficient.

Scholars such as Tanimu and Jibia (2024) argue that Social Studies curriculum must be redesigned to address domestic socio-economic realities rather than relying heavily on inherited external models. Therefore, repositioning the curriculum to embed entrepreneurship and self-reliance competencies has become imperative.

Social studies in some countries of the world, as better expressed by Adeyemi and Onigiobi (2020), are tailored to meet specific requirements and aspirations of the people. After the First and Second World Wars, Social Studies were incorporated into the school curriculum in Britain, responding to social issues (Edinyang and Ubi, 2013). The Nigerian society is not an exception to this introduction. It generally makes sense; therefore, why Social Studies are held in high esteem at all levels of the Nigerian education system. The corruption-free, cultured, peaceful, and integrated society desired by Nigeria cannot be achieved without a firm foundation and effective implementation of social studies curricula at all educational levels.

Social studies, as a field of study, are burdened with certain responsibilities that spread positive values among the country dwellers. According to Alberta (2000), Social studies are a recognized school subject that should enable students to develop fundamental knowledge and skills. Such include components of cultural, political, economic, social, revolutionary, or educational instruction in the upper parts. It is against this background, therefore, that the paper embarks on an examination of repositioning the social studies curriculum to incorporate entrepreneurship education and Self- Reliance Education to Enhance Job Creation in North Central. Nigeria.

Social Studies Education and its Curriculum

According to Ogheneakoke (2014), social studies education is a training process whereby whatever touches on the being of humans is studied. The above definition finds its succinct encapsulation into the philosophy of universal education in Nigeria, as stated in the NPE (2004) below:

(a) stay in solidarity and peace as one indivisible nation, in an indissoluble, democratic, and sovereign country based on the tenets of freedom, equality, and justice; and

(b) Sell inter-African team spirit and worldwide peace via information based on the above philosophy, five countrywide desires have been enunciated and these are:

- (i) A free and democratic society;
- (ii) A just and egalitarian society;
- (iii) A united strong self-reliant kingdom;
- (iv) An exceptional and dynamic economic system; and
- (v) A land of blossoming opportunity for all citizens.

The philosophy aims to integrate the character right into an accountable and productive citizen and equal opportunity for all country citizens at primary, secondary, and tertiary degrees. To this give up, Danladi & Mustafa (2011) highlighted the following national objectives from which the desires of social studies are drawn:

- (i) A social transformation from colonial gaining knowledge of and the way heed education may additionally serve the kingdom to meet people's needs and aspirations;
- (ii) To promote generation and generation (metaphysical) as a tool for converting society;
- (iii) To promote good citizenship and enduring democracy;
- (iv) To inspire a self-reliant economic system;
- (v) To promote the same possibility for all citizens;
- (vi) The need to appoint education for national integration, social and financial improvement;

- (vii) The need to carry consciousness of the society in which the man or woman lives;
- (viii) To instil countrywide focus and national unity;
- (ix) To train the right type of values and attitudes for the survival of the individual and Nigerian society;
- (x) The education of the thoughts within the facts of the world surroundings (p9).

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.

Furthermore, the advancement of the broad goals in social studies education mirrors the goals of entrepreneurship education. Consequently, the refinement and reorientation of the goals in social studies education provide substantial support for the achievement of the goals in entrepreneurship education. Contemporary literature indicates that entrepreneurship education is designed to provide knowledge, skills, attitudes, and competencies necessary for self-reliance, opportunity recognition, business creation, and active economic participation by the learner (Edeh & Olumakinwa, 2025).

Specifically, the goals of entrepreneurship education are:

- 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

In many ways, it becomes apparent that all goals of social research cannot be achieved through a theoretical-based curriculum. As opined by Besmart Digbori (2009), a curriculum driven predominantly by theory fails to realize entrepreneurial skill acquisition towards self-reliance, and so we witness escalating unemployment ranks in the nation. However, the lessons in entrepreneurship schooling, a mix of theoretical schooling with entrepreneurship capabilities gaining knowledge of, are posited to equip freshmen toward self-reliance. With entrepreneurship training, social studies students are to acquire realistic abilities so they can establish small-scale enterprises and meaningfully contribute to the society that nurtures them.

It's worth noting that one of the main goals of entrepreneurship schooling is to aid the development of creative wondering and manipulative capabilities among novices. It's exactly what the social research curriculum objective intends to gain. One of the simple curriculum objectives of social research is to set up a man with certain psychomotor talents which includes locomotion and non-locomotion competencies in conjunction with manipulative and innovative abilities, says Ezegebe in Okonkwo (2012).

The infusion of entrepreneurship training into the curriculum will go a long way in achieving this. This is because skills obtained from entrepreneurship training cut across classrooms for realism; hence, it would help ameliorate child unemployment in Nigeria. Hence, there is an urgent need for entrepreneurship education to be emphasized in the social research curriculum. In the social research curriculum, however, the base of objects is derived essentially from the sociologies, humanities, and natural technology

(National Council for the Social Studies (NCSS), 2004).

The process of Social studies in spearheading feasible public advancement is fundamental. Edinyang and Ipuole (2014) verify that we want the reviews and decisive reasoning talents we got in Social studies to war destitution, wrongdoing, and isolation, and to make our nation. Specifically, Obama (2009) as cited in Edinyang and Ipuole, (2014) outlined that there had been fundamental endeavours to seek public changes, however, this adoption would not gain aviation if it is tendered through deficit quality coordinating and holding by the populace, vested with the responsibility to make our new program alive. Conversely, the chances of boosting help from it are the least, while the very survival of the subsequent application could soon be in doubt. Such opposers have rightly expressed that the Social Studies scarcely performed what they were set out to achieve in Nigeria.

The curriculum that has been evolved in Social studies, Sam (2016) in addition, welcomes the difficulty as a direction of know-how which underlines the connection of individuals with their physical, social, monetary, non-secular, medical, and technical surroundings. The emphasis is on man. National Teachers' Institute (NTI) (2007) views it as the art of fitting into society through some thought processes, values, and skills to earn a living.

All-inclusive, Social Studies could be defined as the science of man's existence within the context of his surroundings. Social Studies could be viewed from every single possible angle about everything humans do in their collective attempts to survive within the confines of their physical and social environments. It investigates where people live, their actions at various times, and their way of life among other aspects. Mezieobi (2010) conceptualized Social Studies as an organized, connected, and described study of man and his environment where the pupil is imbued with the knowledge of skills, values, attitudes, capabilities, and abilities that empower him to be an informed, rational, scientific, participatory, and useful citizen.

These definitions, in the final analysis, suggest

that social studies is a subject matter area that encompasses the totality of human existence, whereas the position of Osakwe (2012) had earlier advocated that Nigerian Social studies be streamlined specifically to the reconstruction and reorientation of the mind and thought so as to make the programme more relevant to the problems, happenings and progress of the twenty-first century.

The Rationale for 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. Tanimu and Jibia (2024) 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 the Nigerian state.

Embedding Entrepreneurial Competencies in the Social Studies Curriculum for job creation

Social studies education as curriculum instrument of citizenship training triggered some significant implication for the country. This development, according to Okobiah (1985) in 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.

Repositioning social studies for self-Reliance and entrepreneurship education

Self-reliance is synonymous with self-sufficiency, which refers to the ability of an individual to accomplish tasks without the help of other people. Empirical studies have defined self-reliance as the ability of an individual to rely on his or her own skills and competencies to fulfill individual and social needs, thus reducing the level of dependence on other people while fostering self-confidence and self-autonomy in decision-making (Adeyemi & Omotoso, 2022). The concept of self-reliance is thus relevant and applicable at both the individual and collective levels, as it is not possible for an individual, group, or country to be isolated from the benefits of self-reliance, with the more self-reliant citizens in a country contributing to its economic growth and development. Modern literature on the concept has thus underscored the view that self-reliance involves the ability of an individual to be autonomous, resourceful, self-assured, and creative in finding solutions to the challenges of life through his or her own initiative, thus involving the entrepreneurial dimension of self-reliance (Aneke et al., 2024). Self-reliance thus goes beyond individual self-autonomy and self-sufficiency to the mobilization of individual and social resources for development.

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 determinations 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.

Moreso, 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 (Tanimu and Jibia, 2024).

2) Social Studies class instruction should be reposition 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 (Edeh&Olumakinwa, 2025). 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.

The imperative of Entrepreneurship, Self-Reliance to Job Creation

Self-reliance is a fundamental prerequisite to the creation of jobs, allowing individuals or groups to harness their inherent skills and competencies to create productive economic activities. Jobs created through the development of self-reliance directly contribute to economic growth, ensuring the sustainability of the jobs and the alignment with the demands of the economy. Empirical research has shown that the attempt to create jobs without the backing of the economy leads to economic instability or recession. This further emphasizes the need to link the creation of entrepreneurial ventures with the growth of the economy (Ayemi, Sani, Ibrahim, & Adamu, 2020).

Economic growth is the bedrock of the creation of jobs and the advancement of the economy. Therefore, the employment opportunities created should be of real value to the economy, derived from the skills, knowledge, and entrepreneurial ventures of individuals. The attempt to create jobs through the development of self-reliance often creates the demand for more labor, hence the creation of more jobs to advance the cycle of self-reliance and national development (Edeh&Oluwakinwa, 2025).

Repositioning Social Studies Education Curriculum for Entrepreneurship, Self-Reliance for 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

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Bridging the Gap: Infusing Vocational Aims into Social Studies Education Objectives

Social studies education incorporates the concept or area of contemporary issues in Nigeria into the curriculum. Bakare (2024) 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

Statement of the Problem

The issue of unemployment rate among Nigerians as it relates to apparent overall insecurity in contemporary Nigeria has become a worrisome nightmare especially now there are occurrences of quantum of attacks daily in the forms of kidnapping, armed robbery, banditry, and terrorism among others resulting in restiveness among Nigerians. It has been observed that the inclusion of entrepreneurial education into the social studies curriculum appears to be a government effort in futility. This is because graduates from social studies discipline move about idle for a good part of the day making their acquisition of entrepreneurial knowledge a doubtful mare.

The observation has revealed that entrepreneurial education has the role of exposing students to untapped potentials within their environment, assisting Social studies students in the acquisition of business skills for managing small, medium and large industries and assisting Social studies students in the acquisition of managerial skills; still, the proportion of unemployment in Nigeria is something else to imagine. This scenario has put the role of entrepreneurial education in unemployment reduction in a mirage. However, this study explores repositioning upper basic schools social studies curriculum: for entrepreneurship and self-reliance education to enhance job creation in North Central. Nigeria.

Purpose of the Study

The general purpose of the study was to examine repositioning upper basic schools social studies

curriculum: for entrepreneurship and self-reliance education to enhance job creation in North Central. Nigeria. Specifically, the purpose of the study was to:

1. To determine respondents' opinion on inclusion of entrepreneurial education in social studies curriculum.
2. To investigate respondents perception of the role of entrepreneurial education in job creation.

Research Questions

The following research questions guided the study:

1. What is the opinion of respondents on inclusion of entrepreneurial education in social studies curriculum?
2. What is the respondents' perception of the role of entrepreneurial education in enhance job creation?

Literature Review

Social Studies Curriculum

According to (Mulyana et al., 2025) Social Studies is a value laden course of instruction meant to equip the learner with the cognition, values, attitudes and functional skills to serve in an ever dynamic society, replete with sporadic changes in cultural values and knowledge. Furthermore, Social Studies is a process by which an individual acquires values, attitudes, skills and knowledge which will help him/her to be useful to himself / herself and the society at large as he or she interacts with others in the environment. It is also a means of acquiring intellectual tool for living a useful and purposeful life in a world full of opportunities and challenges. (Akinola, 2018; Oluwagbohunmi&Alonge, 2023). Imbuing young learners with the values of social studies is therefore sacrosanct and hence the need for tailored curriculum.

On this wise, the curriculum can be defined as the totality of experiences of each learner under the influence of a functional school system. The school curriculum objectives ought to be a

reflection of the needs and aspirations of the society. The society therefore uses its school system to ensure that these needs and aspirations of the society are attainable. (Bishara & Gidado, 2024). For instance, In the Nigerian context, challenges such as gender inequality and religious disharmony continue to hinder national progress; however, research shows that a well-designed Social Studies curriculum with content that promotes citizenship values, social cohesion, democratic participation, and conflict resolution can help address these issues and foster social stability (Esther & Abdul Samad, 2024).

Methodology

The study was therefore of the descriptive survey design. the study was conducted in the North Central. Nigeria. It consisted of six states and the FCT including Niger, Kwara, Kogi, Benue, Plateau, Nasarawa, and the FCT respectively.

The population of the study constitutes 800 teaching staff and 203 non-teaching staff, totalling 1003.

The sample consisted of 150 teaching staff that would include twenty one social studies teachers, eight from Educational Foundations, thirteen from Educational Psychology, five from Curriculum and Teaching, and the five management officers of the institution along with ninety-one teachers drawn from different faculties including Arts and Social Sciences,

Sciences, and Languages were purposively selected for the study. This selection was partially because these respondents were directly involved in teaching and reviewing the curriculum and were in the best position to provide the information required for the study.

A self-structured questionnaire with ten questions labeled repositioning Social Studies Curriculum to include Entrepreneurship Education Questionnaire (RSSCIEEQ) was employed to elicit responses for the investigation. It was found that RSSCIEEQ was validated by experts: one is in Social Studies subject and the other in Curriculum and Instruction from the School of Education.

Tests for reliability were performed on 30 respondents who were not part of this study. The data gathered were subjected to analyses using the Cronbach Alpha correlation coefficient technique and an internal constancy coefficient of 0.78 was realized which proved that the instrument was suitable.

The response analysis for some of the research questions was analyzed using mean rankings and standard deviation with a range of .00-1.49-very little degree (VLE), 1.50-2.49-little degree (LE), 2.50-3.49-high degree (HE), 3.50-4.0 very high degree (VHE).

Results and Findings

This section presented and discussed the results in with research questions that guided the study.

Table 1: Mean Rating and Standard Deviations of the Perception of Respondents on making entrepreneurship studies an integral part of upper basic school curriculum

Item No	Item Description	VHE	HE	LE	VLE	$\bar{X}$	SD	Decision
1	Making entrepreneurship studies an integral part leads to massive acquisition of business skills by literate citizens	83	37	9	11	3.37	0.92	Accept
2	Making entrepreneurship studies an integral part brings about large	75	51	8	6	3.39	0.78	Accept

	proliferation of business centres in Nigeria.							
3	Making entrepreneurship studies an integral part boosts political participation.	12	4	66	58	1.79	0.86	Reject
4	Making entrepreneurship studies an integral part resolve problems associated with access to quality education.	10	7	49	74	1.66	0.87	Reject
5	Making entrepreneurship studies an integral part boosts the Gross Domestic Products of Nigeria.	72	54	8	6	3.37	0.78	Accept
	Cluster Mean/Standard Deviation					2.72	0.84	Significant
	Decision Rule: 1.00-1.49=VLE, 1.50-2.49 LE, 2.50-3.49-HE, 3.50-4.00 VHE							

Information in Table 1 showed that the mean appraisals for items 1-5 are 3.37, 3.39, 1.79, 1.66 and 3.37 individually with their comparing standard deviations of 0.92, 0.78, 0.86, 0.87 and 0.78. The standard deviations were small which shows that there is homogeneity in respondents' reactions to the items raised. In light of the choice rule, it implies that respondents concurred with items 1, 2 and 5 in the bunch whose mean

scores were over the benchmark of 2.50 and could not help contradicting items 3 and 4 in the group whose mean scores were beneath the limit of 2.50. The bunch mean of 2.72 was likewise observed to be over the endpoint of 2.50. This suggests that making entrepreneurship training an integral part of the social studies curriculum at the upper basic education level increases job creation in North Central Nigeria.

Table 2: Mean Ratings and Standard Deviations of the Perceptions of Respondents on the roles of the new social studies curriculum in the job creation

Item No	Item Description	VHE	HE	LE	VLE	$\bar{X}$	SD	Decision
6	Earlier entrepreneurship education exposed pupils to untapped potentials within their environment.	58	67	5	10	3.24	0.83	Accept
7	Assist Social studies students in the acquisition of business skills for managing small, medium and large industries.	65	50	11	14	3.19	0.96	Accept
8	Assist Social studies students in the acquisition of security control skills.	17	21	55	47	2.06	0.99	Disagree

9	Social studies students will acquire attitude of an entrepreneur through entrepreneurship education.	68	47	18	7	3.26	0.87	Accept
10	Assist Social studies students in the acquisition of managerial skills.	59	64	9	8	3.24	0.81	Accept
	Cluster Mean/Standard Deviation					3.00	0.89	Significant

Table 2 indicated that the mean ratings for items 6-10 are 3.24, 3.19, 2.06, 3.26 and 3.24 with their corresponding standard deviations of 0.83, 0.96, 0.99, 0.87 and 0.81. The standard deviations were small which shows that there is homogeneity in respondents' responses for the items raised. Based on the decision rule, it means that respondents accepted with items 6, 7, 9 and 10 in the cluster which mean scores were above the cut-off point of 2.50 and disagreed with item 8 in the cluster which mean scores was below the cut-off point of 2.50. The cluster mean of 3.00 was also found to be above the cut-off point of 2.50. This implies that the inclusion of entrepreneurial training in the new social studies curriculum would increase job creation in North Central, Nigeria.

Discussion of Findings

The most significant finding of this study is that the education of entrepreneurship when made compulsory in Social Studies education helps in job creation in North Central, Nigeria. This indicates that making entrepreneurship education a core subject might significantly increase the proficiency of residents regarding entrepreneurship. Entrepreneurship studies that are made core course allow a great multiplication of business centres in Nigeria, which translates into increased gross domestic products for Nigeria. This finding stands in agreement with that of Sam (2016) who stated that making entrepreneurship studies a core subject in social studies should be the way to be understood by youths as an essential approach towards addressing and resolving existing issues connected to access to adequate education, human capacity building, assurance of

employment opportunities, and state assistance to society. Sam (2016) further argues that the collegiate curriculum ought to offer a diversity of knowledge of contents, innovative skills, professional standards, and contemporary experiences to introduce the qualities and encourage learners' capacity to create job opportunities therefore catering to the fundamental needs of an assured community.

The second finding of this study established the fact that entrepreneurship education in the new social studies curriculum would increase job creation rate in North Central, Nigeria. This suggests that entrepreneurship courses do exist in the social study program but have not yet received adequate status as a core or compulsory subject in the studies program. The finding also agrees with the work of Ogheneakoke (2014), who analyzed that the poor performance of this program is again held against the contemporary curriculum as having been overly theoretical thereby not executing the practical needs demanded by the present-day economy. Against this background, the prospect may be bleak with an increasing phase of unemployment and stagnation in the country. The researcher further expressed the need for entrepreneurship training, which can enhance physical competencies by enabling the independent and efficient employment of graduates. Through entrepreneurship training, the students will acquire the knowledge, skills, and attitudes of an entrepreneur.

Conclusion

In light of the findings from the study, it is concluded that making entrepreneurship training an integral part of the social studies curriculum

will create awareness about its significance to people particularly by fostering the entrepreneurial spirit in them thereby enhance job creation and drastically reducing the current high rate of unemployment to the barest minimum in Nigeria.

Recommendations

In light of the findings from the research, the following recommendations were made:

1. The inclusion of entrepreneurship education in the social studies curriculum at upper basic school levels in Nigeria. This will rekindle the idea of handicraft in the minds of youths at the early stage of life and heighten their spirit of self-reliance.
2. More emphasis should be laid on the practical erudition of entrepreneurship education right from the upper basic classes.
3. Inclusion of entrepreneurship training in the social studies curriculum should be made compulsory by the government. This will assist in the proliferation of small-scale businesses and enhance job creation in Nigeria.

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