EFFECTIVENESS OF SOCIAL STUDIES CURRICULUM IN THE ATTAINMENT OF SELF-RELIANCE AMONG UNDERGRADUATE STUDENTS IN COLLEGE OF EDUCATION PANKSHIN

Prof. Gladys O. Oti

Egan Hilary Ejim
Department of Social Science Education, Faculty of Education, University of Jos
ejimka2012@gmail.com

Salami Omayoza Felicia
ofelicia4@gmail.com

And

Chidiebere Uzochukwu Patience
Department of Science and Technology, Faculty of Education, University of Jos
chidiebereuzo03@gmail.com

ABSTRACT
The study investigated the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in Federal College of Education Pankshin, Nigeria. This study was carried out with three specific objectives; three research questions and two null hypotheses were formulated. The study adopted ex-post-facto research design and out of the 593 (Male=259, Female=334) students of Social Studies, 145 were selected through simple random sampling technique. Data for the study was collected through a researcher made instrument titled Social Studies Education Curriculum and Self-reliance among Undergraduate Students Questionnaire (SSECSASQ) which consisted of 29 items. The instrument was validated by two experts, one from Social Studies Education and one from Test and Measurement, all in the University of Jos. Data collected were analysed statistically through the use of mean, standard deviation and correlation coefficient. The findings revealed that Social Studies curriculum content is adequate to inculcate creative skills among undergraduate students in College of Education, Pankshin. It was recommended that Social Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students’ acquisition of problem solving-skill for self-reliance in higher institutions.

Keywords: Effectiveness, Self-reliance

INTRODUCTION
Education plays a significant role in the lives of individuals and in national development. Education is the acquisition of knowledge, the aggregate of all the process
through which a person develops ability, attitude and other forms of behaviour with positive values in the society. Bozimo, Umaru and Egan (2016) see education as all efforts, conscious and direct, incidental and indirect, made by a given society to accomplish certain objectives that are considered desirable in terms of the individuals own needs as well as the needs of the society where that education is based. Education can be formal or informal but whatever form it takes, what is important is the end product.

The National Policy on Education (NPE, 2013) states that education shall continue to be highly rated in the nation and fundamental changes in the intellectual and social outlook of any society have to be preceded by educational revolution. Partly in realization of this goal, Social Studies education as a subject was introduced into the school system to enhance the development of well-trained individuals capable of surviving in an ever changing world.

National Policy on Education (2013) stipulates the following goals for tertiary education in Nigeria to contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capacity of individuals to understand and appreciate their local and external environments, acquire physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society, promote and encourage scholarship and community service, forge and cement national unity, promote national and international understanding and interactions.

The goals of Social Studies as enshrined in its core objectives and as a subject offered in Nigerian schools as a compulsory subject from primary to junior secondary schools and in colleges of education, seeks to nurture responsible citizenship in students and this is made possible through the various teaching and learning strategies used to impart Social Studies knowledge. Thus, the process is a complex one of cooperation and communication between the teacher and the learners on one side, and between learners and learners, as well as learners and materials. Therefore, it can be said that the contribution of Social Studies to nation building are enormous and include among others, patriotism, loyalty, respect for one another, friendliness and tolerance all of which help to build self-reliance.

Self-reliance represents a method of intellect, an exhortation to rely solely on oneself instead of seeking support externally. The idea of self-reliance is found abundantly in Ralph Waldo Emerson’s writings, exclusively in his famous essay “Self-Reliance” (Ogundowole, 2010). This implies that “Self-Reliance,” also evokes allied ideas of self-trust and self-truth. Social Studies education is an instrument that can facilitate the attainment of self-reliance goals through character and attitude formation, acquisition of skills and inculcation of values such as
hard work, honesty and dedication. Social Studies in several nations of the world is essentially to meet certain specific needs and aspirations of the people. In Britain for instance, Social Studies was introduced into the school curriculum after the first and second world wars as panacea for social problems (Edinyang & Ubi, 2013). The Social Studies curriculum is therefore, aimed at solving problems in the society. Nigeria has been plagued with many problems and social ills such as delinquency, youthful exuberance, cultism, examination malpractice, embezzlement of funds in public and private sectors, high drop-out rates, political upheavals, robbery, terrorism, corruption, ethnic and religious violence which sometimes cast a shadow on the effect of teaching Social Studies in Nigeria schools. Notwithstanding all these, the role of Social Studies curriculum cannot be over emphasized.

Furthermore, section 8 of the National Policy on Education (NPE, 2013) states that higher education is the education given after secondary education either in universities, colleges of education, polytechnics and other institutions offering correspondence courses. One of the goals of higher education is to acquire both physical and intellectual skills which will enable individuals to be self-employed and to be useful members of the society. We live in a very challenging era and the solutions to these challenges are in the hands of those responsible for the training of the youths for subsequent generations. Selby (2014) asked the following questions: How should schools go about in the task of preparing young people to be more effective in solving societal problems? What kind of skills do students need, so as to be self-reliant? These questions show the lapses in the educational system and the need for the strengthening of Social Studies education curriculum in higher institutions.

STATEMENT OF THE PROBLEM

Despite numerous measures that have been taken and transformations made since 1994 in an attempt to produce graduates with a high-level of knowledge and self-reliant traits, several sentiments and concerns seem to exist with regard to the quality of output from tertiary institutions (Mwapachu, 2006). A recent college of education external academic audit report in the College of Education, Pankshin, for example, disclosed that, notwithstanding the reforms introduced by the college authority, undesirable practices such as the dominant use of lecture method as the most preferred method of teaching existed among faculty members (Adeyemi, 2015). Undesirable practices also include perpetuation of the treatment of students as mere recipients of knowledge rather than mutual creators of knowledge as advocated in the literature.

Moreover, Social Studies educators are worried about some of the challenges confronting Social Studies education that make attainment of quality difficult. These include poor conditions of service for teachers (for example, the Teachers Salary Structure (TSS) is yet
to be implemented in some states in this country), the issue of examination malpractice as a social vice, lack of thorough supervision in government owned schools, outdated methodology of teaching and dwindling infrastructural facilities, to mention a few. Kehinde and Akiode (2012) believe that irrespective of circumstantial challenges, a well-developed mind will turn any situation into opportunity for advancement and aid national rebirth (transformation).

Therefore, the study investigated the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in Federal College of Education Pankshin, Nigeria. The specific objectives of the study include to:

1. find out if Social Studies is taught to inject creative skills among undergraduate students in Federal College of Education, Pankshin
2. find out the extent to which the existing Social Studies curriculum is adequate in realizing self-reliance among undergraduate students of the Federal College of Education, Pankshin

RESEARCH QUESTIONS

1. To what extent is Social Studies taught to inculcate creative skills among undergraduate students in Federal College of Education, Pankshin?
2. To what extent is the existing curriculum content in the college adequate in realizing self-reliance among undergraduate students in College of Education, Pankshin?
3. What are the factors confronting the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in Federal College of Education, Pankshin?

HYPOTHESES

The following hypotheses will be tested at 0.05 level of significance in the study.

1. There is no significant relationship between Social Studies creative skill taught and attainment of self-reliance among undergraduate students in Federal College of Education, Pankshin.
2. There is no significant relationship between Social Studies curriculum content and the attainment of self-reliance among undergraduate students in Federal College of Education, Pankshin.
LITERATURE REVIEW

There are a lot of challenges facing the teaching and learning of Social Studies in Nigerian schools. The challenges include the human factor, government factor, the teacher factor, the school factor and the community factor. The human factor in the teaching and learning of Social Studies is seen in the concept specificity that provided a fertile ground for Nigeria to conceptualise Social Studies in ‘eight’ divergent perspectives (Mezieobi, 2012). These apart, Ikwumelu (1998) and Ololobou (2010) have pointed to the continuing search for a definition of social studies in Nigeria. The definitional disagreement among Nigerian scholars and writers on social studies and their continuing quest for an acceptable Nigerian definition of social studies has been a great problem to its effective teaching and learning in Nigerian schools.

The role of the government in ineffective teaching/learning and implementation of social studies curriculum in Nigerian schools are schematized by Mezieobi, Fabura and Mezieobi (2008) thus: As is evident from the other educational and social plans in Nigeria such as the Universal Primary Education (UPE) programme, Modern Mathematics Green Revolution saga which had failed, government embarked on the implementation of Social Studies curriculum without adequate preparation for its effective take off.

Ogundowole (2010) explains self-reliance as autonomy of decision-making and full mobilization of a society’s own resources. The author further opined that it is a collective self-reliance nation, a national product of passion of self-defense in the face of forces that tend to suppress or keep one in perpetual subjugation. A self-reliant person is self-sufficient and able to think and function independently. According to the National Policy on Education (2013), the quality of instruction at all levels has to be oriented towards inculcating values such as promotion of the physical, emotional and psychological development of all children and the acquisition of competencies necessary for self-reliance. Social Studies curriculum offers learners the opportunities to build those understandings and knowledge.

Meziobi, Oyeoku and Ezegbe (2012) examined the challenges of social studies educators for effective teacher preparation and implementation of the universal basic education programme in Nigerian junior secondary schools. The purpose was to investigate Social Studies teachers’ capability for effective implementation of the UBE in junior secondary schools in Orlu Education Zone of Imo State of Nigeria. Teachers in their training are not sufficiently exposed to reforms in education. Therefore, the teaching of Social Studies is not functional in injecting practical skills and vocational training in the students, which is the basic objective of the Social Studies curriculum for colleges of education.
Osalusi (2014) conducted a study titled “Social Studies instruction and quest for self-reliance”. The purpose was to find out the perception of teachers and students on the influence of Social Studies instruction in fostering self-reliance among students. Two sets of questionnaires containing twenty items each were designed to elicit information from the teachers and students. The results show that all the items in the teachers’ and students’ questionnaires were given the highest positive responses. None of the variable items has a negative score of fifty percent. This is an indication that Social Studies instruction can develop the desired virtues in citizens thereby enhancing Nigeria’s quest for self-reliance.

Abdu-Raheem (2015) did a study titled “Teachers’ perception of the effectiveness of methods of teaching Social Studies in Ekiti State, Nigeria”. This study sampled the perception of secondary school teachers on the effectiveness of various methods used to teach Social Studies in secondary schools. It also examined the methods that facilitate learning more, the method commonly used by male and female teachers and also by qualified and non-qualified teachers. The data collected were analysed using Kendall’ Rank Order Correlation and t-test statistical tools. The study revealed that teachers perceived problem-solving as the best method and note-dictation as the least effective method of teaching Social Studies. It was discovered that teachers are significantly related in their perception of the effectiveness of methods of teaching Social Studies. It also showed that male and female teachers are related in the methods used but the methods used by qualified teachers are different from those used by non-qualified teachers.

METHODOLOGY

The research design for this study is descriptive survey design of the ex-post facto type. The population of the study consists of all Social Studies education undergraduate students in Federal College of Education Pankshin of the 2017/2018 academic session. The sample consists of one hundred and forty five (145) undergraduate students (M=81, F=64), out of five hundred and ninety-three (593) selected through simple random sampling technique.

Data was collected with researchers’ designed questionnaire titled “Social Studies Education Curriculum and Self-reliance Among Undergraduate Students Questionnaire (SSECSAUSQ)”. The questionnaire of 24 items provided relevant data on Social Studies creative skills, Social Studies curriculum, adequacy of Social Studies in realizing self-reliance, resourcefulness of Social Studies course materials and the factors confronting the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students. The researchers adopted a quantitative method of data analysis. As stated by Punch (2000), quantitative research focuses more on numbers. The data obtained are therefore, analyzed using...
descriptive statistics such as the mean while the hypotheses formulated were tested using Pearson correllational coefficient.

RESULTS

Research Question One: To what extent is Social Studies curriculum content adequate to inculcate creative skills among undergraduate students in Federal College of Education Pankshin?

Table 1: Extent to which Social Studies Adequate to inculcate creative skills among undergraduate students

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social Studies enhances students competence in identifying values and skills of performing a given task</td>
<td>3.77</td>
<td>0.44</td>
<td>Accepted</td>
</tr>
<tr>
<td>2</td>
<td>students’ competence in fixing problems has effect on self reliance in group processing task</td>
<td>3.15</td>
<td>0.62</td>
<td>Accepted</td>
</tr>
<tr>
<td>3</td>
<td>Students acquisition of skills plays a major role on lifelong living</td>
<td>3.41</td>
<td>0.64</td>
<td>Accepted</td>
</tr>
<tr>
<td>4</td>
<td>students’ acquisition of entrepreneurial skills and its application make them self-reliant</td>
<td>3.38</td>
<td>0.72</td>
<td>Accepted</td>
</tr>
<tr>
<td>5</td>
<td>Social Studies programme enables students to know about several possible causes of non-employability</td>
<td>3.26</td>
<td>0.88</td>
<td>Accepted</td>
</tr>
<tr>
<td>6</td>
<td>Empowers students to face the challenges of unemployment after graduation.</td>
<td>3.12</td>
<td>0.92</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand Mean 3.35

From the table above, all the items had mean scores greater than 2.50 with a grand mean of 3.35 and are therefore accepted. It implies that Social Studies curriculum content is adequate to inculcate creative skills among undergraduate students in Federal College of Education, Pankshin.

Research Question Two: To what extent is Social Studies taught to inculcate creative skills among undergraduate students in Federal College of Education Pankshin?

Table 2: Extent to Which Social Studies Curriculum Content Taught can Inculcate Creative Skills among Undergraduate Students

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Students of Social Studies are sure of employment/job opportunity after graduation</td>
<td>2.10</td>
<td>0.42</td>
<td>Rejected</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies students are needed in the labour market because of the knowledge of civic competence</td>
<td>3.27</td>
<td>0.62</td>
<td>Accepted</td>
</tr>
<tr>
<td>9</td>
<td>Lack of interest by the students creates problems to them in studying Social Studies</td>
<td>3.30</td>
<td>0.76</td>
<td>Accepted</td>
</tr>
<tr>
<td>10</td>
<td>Helps to develop in the students creativity and innovativeness</td>
<td>3.34</td>
<td>0.61</td>
<td>Accepted</td>
</tr>
<tr>
<td>11</td>
<td>Exposes students to knowledge and skills for job creation after graduation</td>
<td>3.20</td>
<td>0.79</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand Mean 3.24
From the table, the extent to which college of education Social Studies curriculum content is adequate in realizing self-reliance among undergraduate students shows that item 13 on whether students of Social Studies are sure of employment/job opportunity after graduation had a mean score of 2.10 which is less than the benchmark of 2.50 and was therefore rejected. While item 14 on whether Social Studies graduates are needed in the labour market, because of the knowledge of civic competence, item 15 on lack of interest by the students creates problem to them in studying Social Studies, item 16 on helps to develop in the students creativity and innovativeness and exposes students to knowledge and skills for job creation after graduation, all had mean scores greater than 3.20 and were accepted.

Research Question Two: To what extent is the existing college of education Social Studies curriculum content adequate in realizing self-reliance among undergraduate students in Federal College of Education Pankshin?

Table 3: Resourcefulness of Social Studies Course Materials in Enhancing Self-Reliance Among Undergraduate Students

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Social Studies education has the prospect of enhancing job creation in society with rising unemployment</td>
<td>3.31</td>
<td>0.78</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Social Studies education provides good and adequate preparation for self-reliance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Self-employment initiatives and engagement will be possible if the curriculum of Social Studies is fully implemented</td>
<td>3.26</td>
<td>0.66</td>
<td>Accepted</td>
</tr>
<tr>
<td>14</td>
<td>Social Studies education course materials enhance students’ knowledge and provides opportunity for self-reliance and sustenance</td>
<td>3.26</td>
<td>0.72</td>
<td>Accepted</td>
</tr>
<tr>
<td>15</td>
<td>Social Studies curriculum empowers university graduates to be self-reliant</td>
<td>3.00</td>
<td>0.79</td>
<td>Accepted</td>
</tr>
<tr>
<td></td>
<td>Helps graduates to contribute meaningfully to the economic development of the country</td>
<td>2.24</td>
<td>0.56</td>
<td>Rejected</td>
</tr>
<tr>
<td>17</td>
<td>Grand Mean</td>
<td>3.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The analysis shows that item 18 on Social Studies education has the prospect of enhancing job creation in society with rising unemployment, item 19 which is Social Studies education provides good and adequate preparation for self-reliance, item 20 which is self-employment initiatives and engagement will be possible if the curriculum of Social Studies is fully implemented, item 21 that Social Studies education course materials enhance students’ knowledge and provide opportunity for self-reliance and sustenance and item 23 that Social Studies course materials help graduates to contribute meaningfully to the economic development of the country all had a mean scores greater than 2.50 and were accepted while item 22 which is Social Studies curriculum empowers university graduates to be self-reliant had a mean score less than 2.50 and was rejected.
Research Question Three: What are the factors confronting the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in Federal College of Education, Pankshin?

Table 4: Factors Confronting the Effectiveness of Social Studies Curriculum in the Attainment of Self-Reliance

<table>
<thead>
<tr>
<th>S/N</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Large class size contributes to poor teaching in Social Studies</td>
<td>3.25</td>
<td>0.86</td>
<td>Accepted</td>
</tr>
<tr>
<td>19</td>
<td>Poor mindset of students toward Social Studies education affects the attainment of self-reliance</td>
<td>2.15</td>
<td>0.42</td>
<td>Rejected</td>
</tr>
<tr>
<td>20</td>
<td>Inadequate instructional materials utilization</td>
<td>3.04</td>
<td>0.81</td>
<td>Accepted</td>
</tr>
<tr>
<td>21</td>
<td>Inadequate qualified manpower contribute to poor attainment of self-reliance</td>
<td>3.00</td>
<td>0.88</td>
<td>Accepted</td>
</tr>
<tr>
<td>22</td>
<td>Government inaptitude towards Social Studies curriculum development</td>
<td>3.16</td>
<td>0.79</td>
<td>Accepted</td>
</tr>
<tr>
<td>23</td>
<td>Inappropriate method of teaching causes students to lose interest in the course</td>
<td>3.31</td>
<td>0.86</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand Mean 3.15

From the analysis, large class size contribute to poor teaching in Social Studies as well as inadequate instructional materials utilization, inadequate qualified manpower, government inaptitude towards Social Studies curriculum development, and inappropriate method of teaching causes students to lose interest in the course, all had mean scores above 2.50 and were accepted as factors confronting the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in colleges of education. The item on poor mindset of students toward Social Studies education affects the attainment of self-reliance had a mean score of less than 2.50 and was rejected.

Hypothesis One: There is no significant relationship between Social Studies creative skills taught and attainment of self-reliance among undergraduate students in Federal College of Education Pankshin

Table 5: Correlation between Social Studies Creative Skill Taught and Attainment of Self-Reliance

<table>
<thead>
<tr>
<th>Creative Still Taught</th>
<th>Attainment of Self-Reliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.165*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.047</td>
</tr>
<tr>
<td>N</td>
<td>145</td>
</tr>
</tbody>
</table>

From the table above, the correlation value is 0.165 and the P value is 0.047. Since the P value (0.047) is less than 0.05, we reject the null hypothesis and conclude that there is a significant relationship between Social Studies creative skills taught and attainment of self-reliance among undergraduate students in Federal College of Education Pankshin
Hypothesis Two: There is no significant relationship between Social Studies curriculum content and the attainment of self-reliance among undergraduate students in Federal College of Education Pankshin.

Table 6: Correlation Between Social Studies Curriculum Content and the attainment of Self-Reliance

<table>
<thead>
<tr>
<th>Curriculum Content</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
<th>Attainment of Self-Reliance</th>
<th>Pearson Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>.340**</td>
<td>.000</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>145</td>
<td>145</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, the correlation value is 0.340 and the P-value is 0.000. Since the P value (0.000) is less than 0.05, we reject the null hypothesis and conclude that there is a significant relationship between Social Studies curriculum content and the attainment of self-reliance among undergraduate students in Federal College of Education, Pankshin.

DISCUSSION OF FINDINGS

Findings from the first research question on the extent to which Social Studies curriculum content is adequate to inculcate creative skills among undergraduate students in Federal College of Education, Pankshin shows that Social Studies curriculum content is adequate to inculcate creative skills among undergraduate students in College of Education Pankshin. Based on the students’ responses, Social Studies enhances students competence in identifying values and skills of performing a given task, students’ competence in fixing problems has effect on self-reliance in group processing task, students’ acquisition of entrepreneurial skills and its application make students self-reliant and Social Studies programme enables students to know about several possible causes of non-employability, all had mean scores greater than 2.50. These findings are in line with the findings of Abdu-Raheem (2015) who observed that the teaching of Social Studies education through entrepreneurship education in schools will enhance entrepreneurial behaviour, skills and attributes of the learners in different contexts. The researchers further asserted that the integration of Social Studies knowledge in entrepreneurship education will build up the individual talents of students towards self-sufficiency to curb the problem of unemployment that is ravaging the country.

The findings show that through Social Studies programme, students acquire independent skills for self-reliance and through Social Studies students acquire skills in critical and analytical thinking and teamwork that are crucial for self-reliance but the methods of teaching Social Studies in tertiary institutions has limited skills transfer capacity to help
students after graduation meet up the challenges of independent living. The above finding is in line with Farouk (2013) who observed that self-reliance bid sought by the government of Nigeria can only be realized when the learners in school acquire practical skills which will enable them to be employers of labour. It is therefore expected that the teachers in school should use various methods or strategies identified from the study to enhance the teaching of indigenous knowledge in school under the auspices of self-reliance.

Moreover, Ezegbe, Ikwumelu and Okeke (2012) observed that the teacher’s factor should come into play in terms of quality, quantity and the adoption of appropriate method in teaching identified Social Studies knowledge in schools. The quality deals with the competency of the teachers in the use of strategies identified in this study in teaching in schools. Furthermore, Ofoha (2011) asserted that the actualization of the self-reliance bid will be realized through the educational system that will emphasize in her curriculum as a core course, the teaching of indigenous knowledge through entrepreneurship education across all levels of education. In doing so, the teacher factor should be taken into consideration with regards to all the identified strategies to enhance the teaching of indigenous knowledge through Social Studies education. Also, Meziobi, Oyeoku and Ezegbe (2012) found that teachers are not sufficiently exposed in their training to reforms in education, specifically the teaching of Social Studies is not functional in injecting practical skills and vocational training in the learners.

CONCLUSION AND RECOMMENDATIONS

Based on the result of the study, conclusions were made that in a developing nation like Nigeria, fields or areas of education that equip graduates with veritable skills for self-sustenance are needed for growth and development of such nations. The Federal College of Education, Pankshin Social Studies curriculum content is adequate in realizing self-reliance among undergraduate students. Factors confronting the effectiveness of Social Studies curriculum in the attainment of self-reliance among undergraduate students in Federal College of Education Pankshin include large class size, poor teaching of Social Studies, inadequate instructional materials utilization and inadequate qualified manpower.

It was recommended that Social Studies curriculum contents should be properly taught so as to encourage acquisition of creative skills to enhance self-reliance from secondary schools to higher institutions in College of Education, Pankshin. The Social Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students’ acquisition of problem solving-skill for self-reliance in higher institutions and teachers also need to upgrade their professional skills in the recommended new approaches of teaching Social Studies education through regular attendance of Seminars and Workshops.
REFERENCES


