

IMPACT OF SOCIAL STUDIES IN PROMOTING ENTREPRENEURSHIP SKILLS AND SELF-
RELIANCE IN KADUNA STATE, NIGERIA

BY

Abubakar Isa: Department of Social Studies, Kaduna State College of Education, Gidan-Waya, Kafanchan
&

Sirajo Musa: Department of Social Studies, Federal College of Education, Zaria-Nigeria

Correspondence E-mail: abubakarisa2014@gmail.com

Abstract

The study titled gender as correlate of students' opinions on impact of social studies in promoting entrepreneurship Skills and self-reliance in Kaduna state, Nigeria. The study specifically aims to investigate the opinion of male and female NCE Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State. The study used survey research design and 328 out of the total number of 2186 NCEII and NCEIII Social Studies students of NCE from Federal College of Education, Zaria and Kaduna state College of Education Gidan-waya, Kaduna state, were used as sample in the study. However, purposive sampling technique was used to select students' samples. "Social Studies Questionnaire on Promoting Entrepreneurship Skills and Self-reliance" (SOSQPESS) was used as data collection instrument. The instrument was duly validated by supervisors. The data analysis tools were percentage and frequency counts, mean and standard deviation and independent t-test samples. However, null hypothesis postulated by the study was retained. The hypothesis was tested at 0.05 alpha. The study revealed that there is no significant difference in the mean opinion scores of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State due to their gender and study level while significant difference was discovered in the mean opinion scores of Federal and State COE students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State. In the light of the above, the study recommends that Social Studies curriculum should be regularly reviewed to cover all emerging aspect of self – reliance among NCE students.

Keywords: *Entrepreneurship, Self-reliance, Skills and Social Studies*

Introduction

Education remains a pivot upon which the wheels of society revolve. It is a mechanism for social and economic development of the people, which contributes to economic growth by eradicating poverty through career training, job specification and wealth creation. Both the developed and developing countries' education system is thus expected to device appropriate strategies for equipping individuals with skills, knowledge, motivation, positive attitudes, innovation for self reliance to cope with the problems of poverty, underemployment, and unemployment. According to Okafor (2003) education refers to "a way of transmitting knowledge, skills, values and attitudes which enable the child to be useful citizen in the society". From this definition, it is obvious that the essence of education is functionality. Section 1 paragraph 7b of the National Policy on Education (2004) emphasized that the national educational goals is the acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society. This section of the NPE is also in harmony with the position of Okafor (2003). The essence of any educational goal is to ensure that the products of the system are equipped with the relevant knowledge, skills and attitudes needed to contribute meaningfully to the development of the nation.

In recent times, Nigerian Youths particularly graduates are presently facing serious unemployment problems more than ever before. This is due to several factors one of which is since students often have no clear idea of what they want to do after graduation. It is on this premise that Agi and Arikawei (2011) reported that over 200,000 graduates are produced each year, only 25% are absorbed in the labour market. The remaining 75% are left in the labour market perpetually looking for jobs, with the resultant increased armed-robbery, kidnapping, insurgency and other social vices in the polity. The inability of the social studies graduates and other products of our educational system to contribute meaningfully to the economic development by being self-employed was what informed the introduction of Entrepreneurship Education across the three tiers of tertiary institutions of the country. This programme was perceived as a sure way of remedying the current unemployment challenge due to the government's inability to absorb all the graduates from the nations tertiary institutions (Ediagbonya, 2013). Thus, it is against this background, the researcher deems it fit to examine the role of social studies education in promoting entrepreneurship skills and self - reliance among students in Colleges of Education in Kaduna State.

Entrepreneurship education has continued to feature as a captivating theme in local and international conferences because of its potency as a tool for mitigating unemployment and other socio-economic challenges inhibiting sustainable development in all parts of the globe. Inclusion of entrepreneurship education into curricula of tertiary institutions started in the United States of America as far back as 1947 (Kuratko, 2003). Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve the desired objective. The Nigerian Educational Research and Development Council (NERDC) (2004) Cited in Gwija, Eresia-Eke & Iwu (2014) consider entrepreneurship education as a comprehensive term referring to those aspects of education at process involving, in addition to general education, the study of technology related sciences and the acquisition of entrepreneurial skills, attitudes, understanding and knowledge relating occupations in various sectors of economic and social life. In addition, the essence of entrepreneurship education is to equip learners with entrepreneurial skills to enable them create, run and succeed in business start-up. According to Van-der kuip and Verheul (2003) views entrepreneurial core skills as "those capacities that constitute the basic necessary and sufficient conditions for the pursuit of effective entrepreneurial behaviour individually, organizationally and societal in an increasingly turbulent and global environment.

Nigeria adopted entrepreneurship education to accelerate economic growth and development. This reflects in Nigeria's National Policy on Education which states that education is the most important instrument for propelling change, as no fundamental change can occur in any society except through educational revolution that impact on the intellect (Federal Government of Nigeria, 1998). To that effect, the Federal Ministry of Education directed that entrepreneurship education be included as part of the curricula of the University, Polytechnics and Colleges of Education through the National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE) effective from 2007/2008 academic session (ILO, 2010; Gabadeen and Raimi, 2012). Social Studies is a value laden course of instruction meant to equip the learner with cognition, values, attitudes and functional skills to survive in an ever dynamic society, replete with sporadic changes in information, technology, values and knowledge. According to Mezieobi (2011) social studies is a reformatory school instruction designed to equip learners with desirable attitudes, values, skills and knowledge for cohesive social existence in the Nigeria society". Social studies as an integrated area of study is designed to produce effective citizens as well as inculcate attitudes and skills for utilization of environmental resources for survival of man (Oyibe, 2015). Thus, the idea of social studies education in the inculcation of functional skills (entrepreneurship) as part of its curriculum towards achieving self-reliance objectives, will contribute in no small measure as the subject seeks to identify and solve societal problems using critical and creative thinking. Social studies education comes handy here because it is geared towards producing effective citizens that will support the notion of nation building by way of classroom dispensation of content areas carefully selected from arts and social science. The subject helps the learners to appreciate man's problems and encourage them to solve such problem through critical thinking and rational decision making (enquiry).

Moreso, Social Studies Education has been identified as a potent instrument that can facilitate the attainment of national development goals through the production of responsible citizens that will contribute maximally to the overall development of the society. This can be attained from the citizens' behavioural dispositions and inculcation of socio-economic skills which includes: honesty, dedication forthrightness, hard work, productivity, entrepreneurship and self-reliance. By its very nature as multidisciplinary subject, social studies education is useful for national development, as well the development of the right attitudes and values which are needed for developing entrepreneurial skills (Lawal and Muhammad, 2014). From the foregoing, this study therefore focused on promoting entrepreneurship skills and self-reliance through social studies education among NCE students based on gender in colleges of Education in Kaduna State, Nigeria.

Objectives of the Study

The major objective of this study is to investigate into the need for promoting entrepreneurship skills and self-reliance through social studies education among NCE students of colleges of education in Kaduna State, Nigeria. More importantly, this study intends to achieve the following objectives:

- i. To investigate the opinion of male and female NCE Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State.

Research Question

Based on the above stated objective, the following question was asked.

- i. What is the mean scores opinion of male and female NCE Social Studies students on promoting entrepreneurship skills and self-reliance through social studies education in Kaduna in State?

Research Hypothesis

The study is guided by the under-mentioned null hypotheses:

H₀₁: There is no significant difference in the mean opinion scores of male and female NCE Social Studies students on promoting entrepreneurship skills and self-reliance through social studies education in Kaduna State.

Methodology

The design that will be used in this study is a descriptive survey method. This is a research method that describes a given state of affairs at a particular time. This method will be adopted because it allows researchers to examine the interrelationship among variables to develop explanatory inferences. Similarly, survey research was considered appropriate for collecting and analyzing data. This is in line with assertion of Mmaduakonam (2004) which stated that the survey research is a critical examination of events, objects, subjects or ideas with the intent of providing exact information about the conditions of such phenomena. According to Olayiwola (2010) this research design permits the gathering of information through the use of questionnaires and interviews from a population based on appropriate sampling techniques. The population of this study consisted of Social Studies Students who are in 2nd and 3rd year of NCE at Federal College of Education, Zaria and Kaduna State College of Education Gidan Waya Kafanchan in Kaduna State. The two levels of NCE II and III comprises of male and female students and are selected because they have more knowledge of Social Studies education than new NCE I students. The population of the two groups of both colleges is two thousand one hundred and eighty six (2,186) NCE Social Studies Students.

The sampling technique adopted for this study is purposive sampling technique. This sampling technique according to Agbonlahor (2006) is a judgment form of sampling whereby the researcher selects a certain group or individual that will be relevant to his or her study. A sample of 328 respondents from the population of 2186 was arrived at by using Krejcie and Morgan (1970) table for determining sample size from a given population. The sample for this study is drawn from the population of the second and third year, NCE Social Studies students at FCEZ and KSCOE Gidan Waya. Three hundred and twenty eight (328) respondents, made up of one hundred and eighty (180) male and one hundred and forty eight (148) female students from the two institutions. The researcher will use self-structured questionnaire titled "Social Studies Questionnaire on Promoting Entrepreneurship Skills and Self-reliance" (SOSQPES). According to Olayiwola (2010) defines questionnaire as "a survey, self-report research method to present highly structured items or questions in writing". The questionnaire is designed based on 4-point Likert modified scale rating such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2 and Strongly disagree (SD) = 1. The questionnaire is divided into three sections, section A which contain participant's profile of the respondents with three items. Section B and C consists of questions on promoting entrepreneurship skill and self – reliance through Social Studies Education with thirty - six (36) items. The construct content and face of validity of the instrument was ascertained by experts in the Department of Social Studies Education. It was also scrutinized by language experts for validation as well as language appropriateness and clarity. After vetting, the instrument it was submitted to supervisors for further scrutiny, with respect to its fitness for the purpose of this research all their suggestions will be incorporated into the final draft of the instrument. Pilot study was carried out among thirty (30) students whom were students from Social Studies Department of Sa'adatu Rimi College of Education Kumbotso, Kano State who are not part of the population. Test re-test reliability was used on the pilot testing data and reliability index after analysis using Cronbach's alpha was used to test the internal consistency of the instrument at 0.872 level of significance. The frequency counts, means and standard deviation will be used to answer research questions raised by the study, while t-test independent sample will be used in testing the null hypotheses postulated by the study.

Results

Research Question One: What is the difference in the mean opinion scores of male and female NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna in State?

Table 1: Means and standard deviations for males and females students mean opinion scores on promoting entrepreneurship skills and self-reliance

Gender	N	Mean	Std. Deviation	Mean difference
Males	203	70.4187	12.83278	-.18928
Females	125	70.6080	11.52899	

Source: Statistical Package for Social Sciences (SPSS)

The Descriptive statistics in Table 1 shows that there is a difference in the mean opinion scores of males ($M=70.4187$, $SD=12.83278$) and females ($M=70.6080$, $SD=11.52899$) students on promoting entrepreneurship skills and self-reliance. The mean difference is 0.18928 in favour of female students. This is an indication that there is a difference in the mean opinion scores of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education.

Hypothesis One: There is no significant difference in the mean opinion scores of males and females NCE students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State.

Table 2: Summary of independent samples t-test for males and females students mean opinion scores on promoting entrepreneurship skills and self-reliance

Gender	N	Mean	Std. Dev	T	Df	p-value	Decision
Males	203	70.4187	12.83278	-.135	326	.893	H_0 retained
Females	125	70.6080	11.52899				

Source: Statistical Package for Social Sciences (SPSS)

Results of the Independent samples t-test in Table 2 shows that there is no significant difference in the mean opinion scores of males and females NCE students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State. This is due to the fact that the calculated t-value of -.135 is found to be less than the t-critical value 1.96 and the p value of .893 is higher than 0.05 alpha level of significance. However, the arithmetic means and standard deviations are ($M=70.4187$, $SD=12.83278$) and ($M=70.6080$, $SD=11.52899$) for male and female students respectively. Therefore, the null hypothesis which states that there is no significant difference in the mean opinion scores of males and females NCE students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State is retained.

Discussions

The study discovered no significant difference in the mean opinion scores of males and females NCE students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State. In contrast with the findings of this study, Ibrahim (2012) in a study titled "Perception of Lecturers and students on the role of social studies in enhancing self-reliance among NCE and students in Kaduna state discovered that significant differences existed between lecturers and students in the perception on how social studies education enhance the role of self-reliance towards acquiring the attitudes and value among NCE students. The study also goes contrary with the findings of this where it reveals that that there was significant difference among lecturers and students in their perception on the obstacle militating against social studies in enhancing self-reliance. The study by Ibrahim (2012) also differ with the finding of this study as it indicates significant differences on perception on the efficacy of social studies as a solution to the problems self-reliance among students and significant different exists between lecturers and students' views on the enhancement of self – reliance among social studies students.

Corroborating the findings of this study, a study by Muhammed and Salihu (2015) which was carried out a research on the efficacy of social studies in developing entrepreneurial qualities among NCE students in Niger State, Nigeria deserves noting. From their findings, it was discovered that both male and female students agreed that social studies education promotes in the students a high achievement orientation; both male and female students agreed that social studies education inculcates in the students the perseverance and persistence to stick to the task until it is completed. However, regardless of their gender and study level the students agreed that social studies education emphasizes on creative problem solving; on the basis of their gender, both male and female students disagreed that social studies education encourage students to set challenging goals and strive after these goals through their own effort.

Conclusion

Based on the findings of this research, it is concluded that Social Studies Education succeeded in inculcating the skills for entrepreneurship and self-reliance attitude and values among NCE students in order to curb the menace of graduate unemployment, by so doing it make them self-employed and self-reliant members of the society.

Recommendations

Based on the findings of the study, it is recommended as follows:

1. Social Studies curriculum should be regularly reviewed to cover all emerging aspect of self – reliance among NCE students. Also, adequate Instructional resources should be provided by the government in order to enhance entrepreneurship skills and self-reliance acquisition among students.

2. There is the need for government and Non – government Organizations (NGOs) to create a more enabling environment for students to inculcate entrepreneurship culture as well as ensuring their access to finance, mentorship and other basic needs that would enhance their capacities to achieve a successful career in entrepreneurship for sustainable socio-economic development of the society.

References

- Agih, A.A. & Arikawei, A.R. (2011). Aligning Entrepreneurship Education with Available Endowments in Institutions of Higher Education in Nigeria for sustainable Development. *Journal of Issues in Professional Teacher Education (Maiden Edition)*, 6-12
- Agbolahor, R.O. (2006). *Lecture notes on FSC 712 (Research Methods in Information Science)* delivered at Africa Regional Centre for Information Science (ARCIS) 2006/2007 Session.
- Ediagbonya, K. (2013). *Perceptions of Business Education Students on the Relevance of Entrepreneurship Education at the College of Education in Edo State*. Unpublished Project Proposal Submitted to the Department of Vocational & Technical Education, Faculty of Education, University of Benin, Edo State.
- Fadeiye, J.O. (2005). *A Social Studies Textbook for Colleges and Universities* Part one: Ibadan: Akin-Johnson Press and Publishers.
- Federal Government of Nigeria. (1998). *National Policy on Education*. Nigeria. NERDC Press.
- Federal Republic of Nigeria. (2004). *National Policy on Education*, Lagos: NERDC Press.
- Gabadeen, W.O. and Raimi, L. (2012). Management of Entrepreneurship Education in Nigeria Higher Institutions: Issues, Challenges and Way Forward. *Abuja: International Journal of Education and Management Sciences (ABIJEMS)*, 2, 6-12
- Gwija, S.A., Eresia-Eke C and Iwu, C.G. (2014). The Link between Entrepreneurship and Business Success: Evidence from Youth Entrepreneurs in South Africa. *Journal of Economics*, 5(2), 6-12
- International Labour Organization. (2011). *ILO Activities in Nigeria. United Nations System in Nigeria*. Available on <http://www.un-nigeria.org/unagencies/ilo.html>.
- Krejcie, R.V. and Morgan, D.W. (1971). Determining Sample Size for Research Activities. *Educational and Psychological Measurement* No. 30.
- Kuratko, D. F. (2003). *Entrepreneurship Education: Emerging Trends and Challenges for the 21st Century*. Coleman Foundation White Paper Series for the US Association of small business and entrepreneurship.
- Lawal, U.S and Muhammad, A. (2014). *Promoting Socio-Economic Skills in Learners through Social Studies Education in Nigeria*. A Paper Presented at the 30th Annual National Conference of Social Studies and Civic Education Association of Nigeria held at ABU, Zaria, 24th – 29th April
- Mezieobi, D.I. (2011). Social Studies as an Embodiment of Civics Education for Sustainable National Development. *Nigerian Journal of social studies*. Vol. 14(2), 6-12
- Mmaduakonam, A. (2004). *Research Methods in Education*, 2nd Edition, Onitsha: West and Solomon Publishers Company Ltd.
- Muhammed, A. & Salihu, J.J. (2015). *A Survey on Efficacy of Social Studies in Developing Entrepreneurial Qualities among NCE Students in Niger State, Nigeria*. A Paper Presented at African Conference 2015 at Faculty of Education A.B.U, Zaria 15th – 19th September.
- Ibrahim, M.B. (2012). *Perception of Lecturers and Students on the Role of Social Studies in Enhancing Self-Reliance among NCE Students in Kaduna State*. Unpublished (M.ed) Thesis Submitted to Department of Arts and Social Science Education, ABU Zaria, Nigeria.
- National Commission for Colleges of Education. (2012) *Minimum Standard for Nigeria Certificate in Education*. (2012 edition) Abuja.
- Olayiwola, A.O. (2010). *Procedures in Educational Research*, Kaduna: Kingo Nig. Ltd.
- Oyibe, O.A. (2015). Integrating Entrepreneurial Skills in Social Studies Pedagogy for Poverty Reduction and Sustainable Development in Nigeria. *Journal of Education and Training* 2(1), 6-13
- Van der kuip, I and Verheul I. (2003). *Early Development of Entrepreneurial Qualities: The Role of Initial Education*. The Netherlands: EIM Business and Policy Research.
- Wimmer R.D. & Dominick, J.R. (2006). *Mass Media Research: An Introduction*, U.S.A: Thomson Wadsworth.