

**PROMOTING ENTREPRENEURSHIP SKILLS AND SELF-RELIANCE THROUGH
SOCIAL STUDIES EDUCATION AMONG NIGERIA CERTIFICATE IN
EDUCATION (NCE) STUDENTS IN KADUNA STATE, NIGERIA**

BY

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NCE (2003), B.Ed Social Studies (ABU, 2010)
P13EDAS8044**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
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**A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE
STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF MASTER'S DEGREE IN
SOCIAL STUDIES EDUCATION**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA**

DECEMBER, 2017

DECLARATION

I hereby declare that this study entitled “Promoting Entrepreneurship Skills and Self-Reliance through Social Studies Education among Nigeria Certificate in Education (NCE) Students in Kaduna State, Nigeria” has been carried out by me in Department of Arts and Social Science Education under the supervision of Dr I.D Abubakar and Dr. H.I. Bayero. The information derived from the literature to the best of my knowledge has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree in any university.

.....
Abubakar ISA

.....
Date

CERTIFICATION

This dissertation titled “Promoting Entrepreneurship Skills and Self-Reliance through Social Studies Education among Nigeria Certificate in Education (NCE) Students in Kaduna State, Nigeria” by **Abubakar ISA** meets the regulations governing the award of the degree of Master’s in Social Studies of Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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Date

DEDICATION

I dedicated this research work to my Late father Malam Isa, may Almighty Allah grant him *Jannatul Firdaus* (paradise) and the rest of my family members.

ACKNOWLEDGEMENTS

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ABSTRACT

The study specifically aims to investigate the opinion of NCE Social Studies students, male and female, NCE II and NCE III students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State among others. The research questions and null hypotheses were stated based on the objectives raised. 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-way, Kaduna State, were selected through purposive sampling technique as sample in the study. “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. All hypotheses were 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 on the basis of 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 among other things that, 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.

TABLE OF CONTENTS

	Page
COVER PAGE	i
TITLE PAGE	ii
DECLARATION	iii
CERTIFICATION	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	6
1.4 Research Questions	7
1.5 Null Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope of the Study	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1 Introduction	10

2.2	Theoretical Framework	10
2.2.1	Structural Functionalist Theory	11
2.2.2	Need for Achievement Theory	12
2.2.3	Entrepreneurship Skills and Self-reliance model	13
2.3	Concept of Social Studies	15
2.3.1	Goals of Social Studies	17
2.3.2	Objectives of Social Studies	19
2.3.3	Scope and Nature of Social Studies	20
2.3.4	History and Justification for the Introduction of Social Studies in Nigeria	23
2.3.5	Challenges of Social Studies Education in Nigeria	29
2.4.	Concept of Entrepreneurship	30
2.4.1	Concept of Entrepreneurship Education	36
2.4.2	Entrepreneurship Education in Nigeria	37
2.4.3	Objectives of Entrepreneurship Education	39
2.4.4	Forms of Entrepreneurship Education	40
2.5	Objectives of Social Studies at NCE Level	41
2.5.1	Overview of the Current NCE Minimum Standards with Particular Reference to Entrepreneurship Skills	42
2.6.	Entrepreneurship Skills	43
2.6.1	Entrepreneurship Skills and Social Studies Education	45
2.7	Challenges of Entrepreneurship Education in Nigeria	47
2.8	Self-reliance and National Development	48

2.9	Review of Related Empirical Studies	51
	Summary	62

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	63
3.2	Research Design	63
3.3	Population of the Study	64
3.4	Sample and Sampling Procedure	64
3.5	Instrumentation	65
3.5.1	Validity of the Instrument	66
3.5.2	Reliability of the Instrument	66
3.6	Data Collection Procedure	66
3.7	Statistical Analysis Procedure	67

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1	Introduction	68
4.2	Demographic Variables of the Respondents	68
4.3	Answering Research Questions	70
4.4	Testing Research Hypotheses	72
4.5	Summary of major Findings	74
4.6	Discussion of Findings	75

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	78
5.2	Summary	78
5.3	Conclusions	79

5.4	Recommendations	80
5.5	Contributions to Knowledge	80
5.6	Suggestions for Further Studies	81
	References	82
Appendix A:	Social Studies Questionnaire on promoting entrepreneurship skills And self-reliance (SOSQPRESS)	88
Appendix B:	Krejcie and Morgan Table for Determining Sample Size	
Appendix C:	Reliability – Social Studies Questionnaire on promoting entrepreneurship skills and self-reliance (SOSQPRESS)	92
Appendix D:	t-test Group Statistics on Gender of the Respondents	94
Appendix E:	t-test Group Statistics on Level of Study of the Respondents	95
Appendix F:	t-test Group Statistics on College Status	96

LIST OF TABLES

Table	Page
1 Population Distribution	64
2 Distribution of Sample Size	65
3 Distribution of Students by Gender	68
4 Distribution of Students by Study Level	69
5 Distribution of Students by Institution Type	69
6 Opinion of Male and female Students on promoting entrepreneurship and self-reliance through Social Studies	70
7 Opinion of NCE II and NCE III Students on promoting entrepreneurship and self-reliance through Social Studies	71
8 Opinion of FCEZ and KSCOE Students on promoting entrepreneurship and self-reliance through Social Studies	71
9 Independent t-test Statistics difference on Male and Female Students on Promoting entrepreneurship skills and self – reliance through Social Studies	72
10 Independent t-test Statistics difference on NCE II and NCE III Students On promoting entrepreneurship skills and self – reliance	73
11 Independent t-test Statistics difference on FCEZ and KSCOE Students on promoting entrepreneurship skills and self-reliance through Social Studies	74

LIST OF APPENDICES

APPENDIX

A:	Social Studies Questionnaire on promoting entrepreneurship skills And self-reliance (SOSQPESS)	88
B:	Krejcie and Morgan Table for Determining Sample Size	
C:	Reliability – Social Studies Questionnaire on promoting entrepreneurship skills and self-reliance (SOSQPESS)	92
D:	t-test Group Statistics on Gender of the Respondents	94
E:	t-test Group Statistics on Level of Study of the Respondents	95
F:	t-test Group Statistics on College Status	96

LIST OF ABBREVIATIONS

ASESP:	African Social and Environmental Studies Programme
ASSP:	African Social Studies Programme
B.Ed:	Bachelor of Education
CESAC:	Comparative Educational Studies and Adaptation Centre
CREDO:	Curriculum Renewal and Education Development Overseas
EDC:	Education Development Centre
FCE:	Federal College of Education
FGN:	Federal Government of Nigeria
GSE:	General Subject in Education
HND:	Higher National Diploma
ICT:	Information and Communication Technology
ILO:	International Labour Organisation
JCC:	Joint Consultative Committee
KSCOE:	Kaduna State College of Education
MDGs:	Millennium Development Goals
NAT:	Need Achievement Theory
NBTE:	National Board for Technical Education
NCCE:	National Commission for Colleges of Education
NCE:	Nigeria Certificate in Education
NERDC:	Nigerian Educational Research and Development Council

NGOs:	Non-Governmental Organisations
NPE:	National Policy on Education
NSSP:	Nigerian Social Studies Programme
NUC:	National Universities Commission
PGDE:	Post Graduate Diploma in Education
Ph.D:	Doctor of Philosophy
PPMC:	Pearson Product Moment Correlation
SDGs:	Sustainable Development Goals
SOS:	Social Studies
SPSS	Statistical Package for Social Sciences
UPE:	Universal Primary Education
USA:	United States of America
USAID:	United States Agency for International Development
USSR:	Union of Soviet Socialist Republics

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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 devise 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) emphasizes 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 nation's 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. They added that the entrepreneurial skills that should be taught include: intuitive decision making creative problem solving, managing interdependency on a know-how basis, ability to conclude deals, strategic thinking, project management, time management, persuasion, selling, negotiation and motivating people by setting an example.

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 as a school subject has a vital role to play towards the success of entrepreneurship education.

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).

Moreover, 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 gender, study level and institution's type on promoting entrepreneurship skills and self-reliance through Social Studies education among NCE students in colleges of Education in Kaduna State, Nigeria.

1.2 Statement of the Problem

Social Studies Education in Nigeria like any other country in the world is aimed at inculcation of the right type of knowledge, attitudes, values, norms and etiquettes of the society in the learners to enable them emerge as functional mechanism for the transmission and development of pertinent attitudes and skills for the survival of younger generations. The philosophy of Social Studies education is meant to equip learners with knowledge, competences and skills necessary for the understanding and appreciation of societal problems with a view to finding workable solutions to such problems. Through imparting of the right type of knowledge, values and skills, Social Studies serves as a potent tool for producing graduates so vibrant and efficient as well as capable of creating jobs rather than job seekers within their immediate environment.

Hence, the researcher of the present study perceived that under the prevailing circumstance, it is disturbing to see a high number of graduates of Social Studies and other related disciplines in continuous search for jobs, littering along the streets seeking for white collar jobs that are hard to come by. This ugly trend of graduate unemployment led to rise in poverty and crimes such as thuggery, youth restiveness, insurgency, cultism, armed robbery, cattle rustling and other anti-social behaviour associated with unemployment. This is against the philosophy of self-reliance preached by Social Studies i.e. inculcation of desirable skills

knowledge and competences with a view to make education more relevant, practical and goal oriented. It is in the light of the above, this study aimed at investigating how promoting entrepreneurship skills and self-reliance may be promoted through the opinions of NCE students in colleges of education in Kaduna State on the basis of their gender, study level and proprietorship.

1.3 Objectives of the Study

The major objective of this study is to investigate into how entrepreneurship skills and self-reliance are being promoted through Social Studies education from the viewpoints of 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.
- ii. To find out the opinion of NCE II and NCE III Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna state.
- iii. To find out the differences in the opinion of NCE Social Studies students in the Federal College of Education Zaria and College of Education Gidan-waya on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State.

1.4 Research Questions

Based on the above stated objectives, the following questions are asked.

- i. What is 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 in State?
- ii. What is the level of differences in the mean opinion scores of NCE II and NCE III Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State?
- iii. To what extent does the mean opinion scores of Federal College of students Education, Zaria and College of Education Gidan waya NCE Social Studies students differ towards promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state?

1.5 Null Hypotheses

The study was guided by the following null hypotheses and tested at $p \leq 05$:

- 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.
- H₀₂:** There is no significant difference in the mean opinion scores of NCE II and NCE III Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state.

H₀₃: There is no significant difference in the mean opinion scores of Federal College Of Education Zaria and College State Of Education Gidan-wayo NCE Social Studies students on promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna State.

1.6 Significance of the Study

The significance of this study cannot be over-emphasized because its benefits to the students and people are holistic. These include:

It will be beneficial to youths/students through the acquisition of skills, knowledge capable of creation of wealth as well as make them become employers of labour, by so doing, they can contribute immensely to the national development. Teachers will find the research finding as motivating factor for enhancing the spirit of hard work for self employment to our prospective graduating students in the society. Parents, community/religious leaders will benefit from the study as it will reduce the rate of social vices among its unemployed who some cases turn into nuisance. Information can help them identify and use the available resources within their immediate surrounding for economic development of the society.

Guidance and counseling personnel in our schools will get the findings of this study worthy as it will serve as a guide to help students to solve their socio-economic challenges in order to continue their pursuit for education without relying on sponsorship from anybody. Curriculum designers will also benefit from the findings of the study to make adjustment where necessary in the NCCE and NERDC minimum standard in line with the need for promoting entrepreneurship education and self reliance among NCE students in Nigeria.

In addition, for the government as policy makers it will provide information that will guide them in planning and funding the program that will empower the people towards self-reliance as the findings will also assist the government towards achieving the goal reducing graduate unemployment and poverty reduction as one of the cardinal goals of Sustainable Development Goals (SDGs). To other stakeholders, especially Non-Governmental Organisations (NGOs), the research findings and recommendations will include strategies for making Nigerian youths productive and enterprising for national development. Finally, the findings of the study is hoped to serve as reference point for further research by would - be researchers on the role of Social Studies education for the attainment of attitudes and values for self-reliance as well as entrepreneurship spirit among Nigerian students for Socio-economic development of the country.

1.7 Scope of the Study

The study is delimited to NCE Social Studies students of in Federal College of Education, Zaria and Kaduna State College of Education Gidan-wayo Kafanchan. The NCE II and NCE III Social Studies students for 2015/2016 academic session from the aforementioned institutions are selected for this study because of their unique position in the pursuit of objectives of Social Studies in Nigeria at NCE level where these students are trained mainly to teach in primary and junior secondary schools in the country.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews various studies on promoting entrepreneurship skills through Social Studies education. It aims at finding out what other researchers have done in the problem under discussion to serve as a guide to the current research. This chapter among other things discussed in the following sub-headings:

- Theoretical Framework
- Entrepreneurship Skills and self reliance model
- Concept of Social Studies
- Concept of Entrepreneurship
- Objectives of Social Studies at NCE level
- An Overview of the Current NCE Minimum Standards with particular Reference to Entrepreneurship Education
- Entrepreneurship Skills
- Self-reliance and National Development
- Review of Related Empirical Studies
- Summary

2.2 Theoretical Framework

A theory according to Yamah (2009) is an explanation, idea, opinion based on thought, observation and reasoning which has been tested or confirmed as general principle explaining a large number of related facts. In other words, it can be seen as an intellectual tool that does a number of things or functions viz:

- It helps to analyze or organize our knowledge

- It asks significant questions and guides formulation of priorities in the design of research
- It enables us to apply the nature of scientific inquiry in an orderly manner
- It enables a scholar to relate knowledge in his field to that of other fields.
- It enhances our ability to understand and explain reality in a satisfying way.

The purpose of theoretical framework is to provide a sort of “plank” on which the study rests. It is a reference point to which the study must conform.

2.2.1 Structural Functionalist Theory

This theory is also known as equilibrium theory. The protagonists of this theory are Radcliff Brown, Malinowski, Durkheim, Herbert Spencer and Parsons. The Functionalist theory is a sociological paradigm that originally attempted to explain social institution as a collective means of fulfilling individual biological needs. Later, the theory came to focus on the ways in which social institutions in the society fulfill social needs, particularly social stability.

In this context, the functionalist theory provides understanding of the functional importance of education as a means of solving social problem (unemployment) in order to regulate and create new social order (Job creation). Considering Herbert Spencer’s concept of function as originated from the functionalist school of thought (Perrin, 1976). Society function the way it does based on interdependent relationships that exist among the various social institutions that make up that society. Thus, the society is likened to human body whereby each part functions for the continuous regulation of the whole body. Spencer tends to draw comparison between the society and the human body arguing that any attempt to understand any part of the body organ must be done relating to the other part of the body because they all function to contribute towards the maintenance of the whole system. In the

same vein, the various social institutions exist and persist based on the essential functions they perform in the society. In other words, to understand a component of society, one must ask, what is the function the various institutions such as educational in society perform?

A complete answer could be quite complex and require a detailed analysis of the history of education, but one obvious answer is that education prepares individuals to enter the work force and therefore maintains a functioning economy.

In addition, functionalist theory was adopted by this study due to the rise in unemployment among graduates resulted to increased social vices which constitute a serious challenge to our educational, socio-economic stability of our society. However, in order to have a harmonious co-existence of all sectors of society, the present global dynamics of the environment requires innovative education that will revolve around needs of the youths, communities and employers of labour (entrepreneurship education). Hence, functional skills imparted to learners will enable them to use their skills and initiatives to create wealth for self-reliance so that product of our school system could contribute their own quota for the attainment of a well balanced, stable and developed society.

2.2.2 Need for Achievement Theory (NAT)

This is a psychological theory of David McClelland (1965) which shows the functionality of strong relationship between need for achievement (n-achievement), economic development and entrepreneurial activities. The proponent of the theory McClelland (1965), explains that there would be a relatively greater amount of entrepreneurial activities in the society, where the average level of need achievement is relatively high. The import of the theory is that when students/learners are sufficiently motivated to have high need for

achievement in life through entrepreneurship education, there is greater tendency for them to set up their own businesses after graduation.

In relation to the above, the theory stressed entrepreneurship education as a veritable tool for establishment and maintenance of a functioning economy through job creation with a wide range of interest put into consideration especially as regards to curbing unemployment for socio-economic development of Nigeria. In addition, the theory stressed that equipping students with entrepreneurial skills will motivate them to develop new skills ideas and product, the need to provide leadership, direction and organisation so as to solve potential crisis situation and the capacity to carry ultimate responsibilities for the organizational structure. Also people with high need for achievement (graduates) are noted to have intense desire for success in setting up a small and medium enterprise as a way of unemployment reduction for the attainment of all round development of the country.

2.2.3 Entrepreneurship Skills and Self-Reliance Model

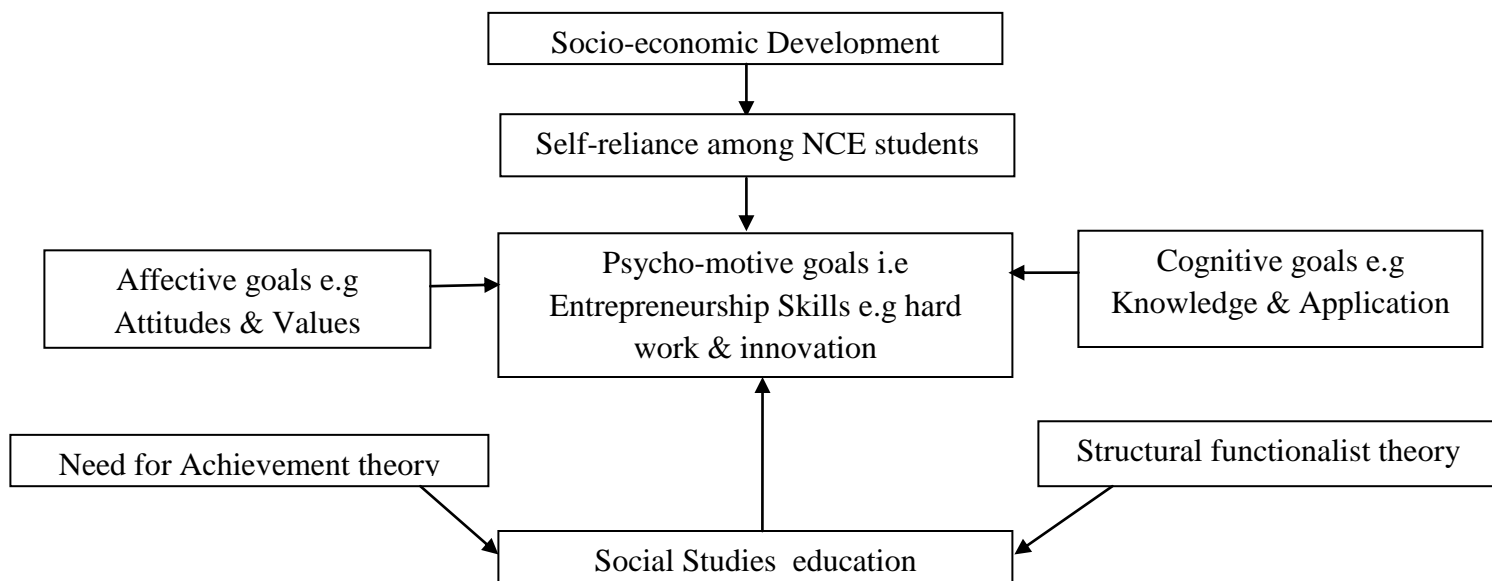


Figure 1: Entrepreneurship Skill and Self-reliance Model

Source: Arostar (2013)

The above figure indicated that Social Studies as a comprehensive study of men in society emphasized on inculcating relevant knowledge, attitudes & values as well as equipping learners with functional skills, this was corroborated by Olosegun (2004) who opined that Social Studies deals with application of relevant knowledge and skills from social sciences, arts and science for better living.

This study was carried out to address the ugly trend of graduate unemployment which is described as a social menace, this necessitated for the introduction of entrepreneurship education as a core course in the tertiary curriculum in the Nigerian schools. Thus, Social Studies is a school subject which embraces the three domains of educational objectives i.e cognitive & psychomotor domains serves as a veritable tool for promoting entrepreneurship skills & self-reliance among NCE students.

Structural functionalist theory was adopted by this study because it focuses on the ways in which social institutions in the society fulfill social needs, particularly social stability. It emphasizes functional importance of education as a means of solving graduate unemployment which breeds social vices. Hence, acquisition of entrepreneurial skills creates a balance, stable and harmonious co-existence which enhances socio-economic growth of the nation.

Besides, the needs for achievement theory as a psychological theory of McClelland (1965) stressed the functionality of strong relationship between need for a achievement, socio-economic development and entrepreneurial activities. In essence, the theory argued that when student are sufficiently motivated to have a high need for achievement in life through

entrepreneurship education, there is greater tendency for them venture into entrepreneurial business after graduation.

Therefore, this model attempted to establish a synergy between structural functionalist and need for achievement theories and Social Studies education with a view to promote entrepreneurship skills and self-reliance among tertiary students particularly NCE students. This lofty goals aimed to sensitize learners and reduce the crave or rush for white-collar jobs which are not only meant for acquiring government paid jobs, rather is serves as a means for prepare them to use their initiatives, be creative enough to be self-employed, thus, by using Social Studies education, it motivates the learners to become self-reliance which is among the goals of education, by so doing it will stimulate economic development of Nigerian society.

2.3 Concept of Social Studies

Concept of Social Studies lacks unified or universal definition as various scholars provided different version of definition of the concept. Obemeata, Ogugua, Agu and Laosebikan (1989) agreed that there seems to be no agreement on what Social Studies is or is expected to be as different educators of Social Studies have attempted to define it differently. However, one point most Social Studies educators agreed on is that Social Studies is a study of society. Social Studies according Oyibe (2015), is an area of school curriculum designed for the study of man and how he fits into the society by utilizing the necessary attitudes, values and skills at his reach. Nmom (2011) defines Social Studies as an investigation of human activity which studies man at home, at work, in politics, at play, in the community, nation and in every programme of his life. Thus, it is an embracing subject as it stresses the

relationship between all aspects of life and learning, incorporating the knowledge of the individual subjects in the discussion of all aspects of man and his environment.

Similarly, Ololobou (2010), views Social Studies as “the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness, appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying Social Studies is to make out of learners, persons who are responsive and responsible citizens”. According to Mezieobi, Fubara and Mezieobi (2008) Social Studies can be defined as an “integrative field of study which probes man’s symbiotic relationships with his environment endows man with reflective or contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society”.

Additionally, Omooba, Obi and Olabode (2008), define Social Studies as “is a programme of study which a Social Studies teacher uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationship human beings have with one another, their world and themselves”. Danladi (2005) defines Social Studies as a field of study of man and his activities, in relation to his social economic, political, cultural and physical environment in order to achieve understandings, skills, attitudes and values that are necessary for personal and societal development.

Olusegun (2004) summarized the meaning of Social Studies thus: the study of man in his environment; a way of life, a practice of living effectively and efficiently within one’s immediate cultural environment and the modern world at large; the application of relevant knowledge and skills from social science, arts and sciences for better living; a discipline in which the teaching and learning of attitudes and skills overshadow the acquisition of mere

facts and information; a subject designed to enable individuals become socially competent and efficient.

Therefore, based on the above definitions, it is apparent to deduce that Social Studies can be defined as the sum of learning from various fields of thoughts with a view to inculcate in learners functional skills, values and attitudes that are essential for the continual survival of man and societal development.

2.3.1 Aims and Goals of Social Studies Education

The aims and goals of Social Studies education are derived from the overall national philosophical goals and aims of education in Nigeria as outlined in the National Policy on Education (2004). According to Ololobou (2010), aims are broad targets of schooling. They are general foreseen ends of education. They are often stated in a broad and vague manner. They give guidance and direction to school programmes. Kissock (1981) made a distinction between ultimate goals and mediate goals. Whereas the former refers to a general statement which relates closely to programme rationale and scope, the latter are less broad drawn out of the ultimate goals but guide educational activities at different levels of education.

The general aims of Social Studies education as outlined by Ololobou (2010) includes:

- i. The development of an understanding of the environment in the learners.
- ii. The development of useful skills and abilities which will enable learners to deal with and manage the forces of the world around them.
- iii. To inculcate in learners the desire for harmonious living through an understanding of the social and cultural diversities in the society.

Also, Mezieobi, Fubara and Mezieobi (2008) identified these goals of Social Studies viz:

- i. **Didactic or knowledge and information goals:** This goal focused on transmitting or imparting knowledge or information that are related or relevant to Social Studies . It emphasized more on knowledge that can be utilized to equip one with social realities and problems, or to provide the framework for putting it into effective usage, not providing mere facts and information that made learners dormant and inert.
- ii. **Reflective thinking goals:** The utility value of knowledge information is the ability of the receiver of that information to digest it, analyze it and apply it in the solution of problems, or in the creation of new knowledge through sober reflection. The ability of any knowledge to be functional is product of reflective thinking process.
- iii. **Affective goals:** These entail the ability to develop in the recipient of Social Studies content of knowledge, positive value, attitudes and feeling. In fact, the pervasiveness of negative values in Nigeria e.g. disloyalty , unpatriotic acts disrespect to cultural heritage couple with dehumanization of people lend import to this value goal of Social Studies which in the context of Nigeria entail value reorientation for the product of educational programmes at all levels in the country.
- iv. **Citizenship transmission goals:** This involves inculcating in the learners socio-civil competences and all what good citizenship entails. The attainment of this goal makes for stable society with minimum maladaptive behavior among members of the society.
- v. **Pupil self-enhancement goals:** The ultimate focus of this goal is to equip the children with psychological know-how to enable them feel committed to their society, feel a sense of being worthy members of the society who are bound to contribute to societal development.

- vi. **Socio-political activism goals:** This goal intends to makes the pupil /student clientele active socio-political participant in his environment and who would resort to constructive social criticism when need arises.
- vii. **Skills goals:** By exposing children to Social Studies they would acquire social skills, study skills and work habit group skills and intellectual skills all of which could make for social sensitivity and participation, working together with others, and participating in group affairs, and productively employing one's intellectual capabilities.

2.3.2 Objectives of Social Studies Education

Social Studies objectives were coined out from the national educational aims and objectives as outlines in the NPE (2004) which are as follows:

- i. The inculcation of national consciousness and national unity
- ii. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.
- iii. The training of the mind in the understanding of the world and;
- iv. The acquisition of appropriate skills, abilities and competence both mental and physical as equipment for the individual to live and contribute to the development of the society.

However, the general objectives of Social Studies as identified by Fadeiye (2005) include the following;

- 1. It enables its learners to understand their environment and its ramifications, when people understand their environment, they will be able to solve the problem of survival in such an environment and equally live comfortably there.

2. Social Studies emphasizes discovery, dialogue and experience. It gives the learners ample chance of discovering things for themselves by experiment. It also uses methods such as inquiry, problem solving, excursion, questioning technique, discussion and creative activity method through which pupils or students can discover things for themselves.
3. Social Studies engage pupils or students in purposeful activities which are based upon observation and investigation of their physical and social environment.
4. Social Studies inculcates healthy social activities and values in to learners and thus, they acquire right attitude to life
5. It helps us to achieve our goal of building a united, viable and prosperous Nigeria since the subject seeks to achieve national unity and national survival.
6. It enables individuals to be alive to their social and civil responsibilities.
7. It also promotes the appreciation of our cultural heritage
8. Social Studies promotes international understanding and worldwide peaceful co-existence.
9. Social Studies enables its learners to become well informed citizens who are capable of contributing their quota to the healthy development of their country.
10. Social Studies affords its learners affords it learners the unique opportunity of knowing about the positive aspects of our national life.

2.3.3 Scope and Nature of Social Studies

The nature of Social Studies in Nigeria and indeed in Africa aims at decolonization and correcting the mistakes of the colonial period. The contents of the different syllabi on Social Studies reflects the African background e.g. the philosophies and experiences of African leaders such as Nnamdi Azikiwe, of Nigeria, Leopold Senghor of Senegal, Kwame Nkrumah of Ghana, Jomo Kenyatta of Kenya, Julius Nyerere of Tanzania, Sekou Toure of

Guinea etc. are made to bear on the contents of the Social Studies syllabi (Fadeiye, 2005). The NCCE minimum standards on Social Studies (2012) declare that: “The fundamental concern of Social Studies is with man and his complex relationship with the world around and beyond to instill in the students the basic knowledge and skills for investigation, analyzing and explaining these inter-relationships”.

Man is the central theme in any discussion of Social Studies, as man is the prime mover of all the activities that are discussed in Social Studies. The different definitions also show the nature of the subject. Social Studies is a corrective study its purpose is remedy any educational and societal ills at all times. It seeks to replace irrelevant ones. It places emphasis on the objectives to be achieved in the course of teaching. The nature of Social Studies , according to Ololobou (2010) refers to the essential features or characteristics which distinguish Social Studies from other subject areas. Some of the characteristics of Social Studies include the following;

- i. Social Studies is citizenship education. It is a study that exposes learners to the basic tenets of citizenship which emphasize rights and obligations, human dignity and worth, dignity of labour, moral and spiritual principles in interpersonal relations to make them socially responsible citizens.
- ii. Inquiry is the core of all teaching approaches in Social Studies learners are expected to go into the environment to investigate, collect, analyze data to make inferences and conclusions of social issues and phenomena.
- iii. Social Studies is a response to the problems of society with a view to seeking rational solution to the identified problems.

- iv. Social Studies is value based. All the three domains of cognitive, affective and psychomotor are emphasized. However, the affective aspects of learning is given prime importance because Social Studies is interested in modifying behaviours of learners to get them integrated into their various cultural areas.
- v. It is integrated knowledge and information drawn from a wide variety of sources is used to study man comprehensively. Social Studies therefore portrays the oneness and indivisibility of knowledge and the reality of man's interaction with the environment.
- vi. It is a study of man as he interacts with the environment. Man is the central of core concern as has relates with various aspects of the environment.

Furthermore, Social Studies by its nature therefore, is interested in all facts of human life and activities. Hence, the scope of Social Studies covers socio-cultural, historical, political, geographical, economic, scientific and technological issues. Contemporary public issues which are increasingly affecting the well-being of man are also built into the scope to equip the learners with survival skills to make valuable contributions for the uplift of society (Fadeiye, 2005).

The scope of Social Studies also focuses attention on the level, coverage, quantity of content. The arrangement of content of Social Studies follows the concentric, spiral or expanding horizon pattern. The sequential arrangement of the course content is necessary so as to allow pupils and student proceed from known to unknown so as to facilitate effective teaching and learning Social Studies education.

2.3.4 History and Justification for the Introduction of Social Studies in Nigeria

According to the African Social and Environment Studies Programme (ASESP, 1994) the purpose and content of Social Studies as a school subject are closely related to African traditional citizenship education. Viewed from this perspective, the developmental trend in Social Studies in Nigeria can be traced through, the African traditional education, colonial, post-colonial and the integrative approach phases (Ololobou, 2010).

Social Studies as a course of study did not develop with the establishment of schooling in Nigeria. But the founding fathers of education were concerned with the development of a whole man through education. The history of Social Studies Education in Nigeria can be traced to the United States of America (USA) where the concept of Social Studies emerged during the last two decades of the 19th century and gained official recognition. Argungu (2000) was able to trace the origin of Social Studies as far back as 1916 in United States of America (USA), according to him, the initial development and growth of Social Studies education are traced to the USA as a result of the 1916 report of social committee on Reorganization of secondary education. In line with this, the term “Social Studies ” was officially adopted in USA to distinguish the new discipline from other disciplines in 1916 by the committee of Social Studies of the commission on the Reorganization of Secondary Education of the National Education Association. He therefore highlighted some of the reasons behind the development of Social Studies in USA thus;

- Curriculum reform and general reorganization of education which was brought about by changes in the society.

- The need for integration of knowledge which had almost lost its relatedness as a result of too much compartmentalization and overspecialization.
- The need for people to have liberal education with human touch
- The need for remedying the problems brought about by individualism, arms-race and other problems associated with high level of scientific and technological developments
- The need for proper socialization of the citizens for good citizenship.
- To help reduce and solve other social problems brought about by negative side of democracy and capitalism.

However, Ololobou (2007) maintained that the emergence of Social Studies Education in Nigeria dates back to 1958 in the defunct western region. Its emergence was a joint effort by the University of Ohio, USA and the then Western Region of Nigeria. The Ohio project marked the period when Social Studies was taught in Teachers Training Colleges in the region. In 1963, a pilot project was conducted at Aiyetoro Comprehensive High School, Egbado in the then Western region (now in Ogun State). The project according to him was an effort to introduce Social Studies in schools on an experimental basis. The project was jointly financed by the then Western Region Ministry of Education in Collaboration with United States Agency for International Development (USAID) and the Ford foundation. The success achieved at Aiyetoro prompted the government of the then western region to extend the Social Studies programme to other schools in the region. As part of the plan, the department of Social Studies at Aiyetoro Comprehensive high school was assigned to draw up a Social Studies syllabus and material for the first two years of Secondary school. The textbook “Social Studies for Nigerian Schools were written by the Aiyetoro team and presented for assessment and evaluation at the critique conference of Nigeria Education in Lagos in April –

May, 1968. The critique conference of Nigerian educators did the assessment, and made valuable suggestions toward the improvement of the textbook – to make it usable all over Nigeria. The conference also recommended that Social Studies should be introduced into the primary schools in Nigeria.

Moreover, Ololobou (1989) said that the wave of curricular review which SPUTNIK I (a vessel craft which the defunct USSR sent into space in 1957) generated into the USA quickly spread to Europe and the Spasms were felt in the mid 1960s. Ghana, Kenya, Lesotho, Malawi, Nigeria, Sierra-Leone, Tanzania, Uganda and Zambia were invited to a conference held at Queens College, Oxford, England. The conference in Oxford identified a variety of educational needs at primary, secondary and teacher training levels in Africa, but emphasized the rapid development of Social Studies in the primary schools.

Another significant stride in the development of Social Studies in Nigeria was taken in 1968 during the conference of African Educators held at Mombasa, Kenya. The conference which was organized under the auspices of the Education Development Centre (EDC) and the centre for Curriculum Renewal and Education Development Overseas (CREDO) and drew out participants from eleven African countries including Nigeria. Livingstone and Paul (2014) observed that the Mombasa conference contributed greatly towards clarifying the philosophy and objectives of Social Studies . It was during the conference that the term “Social Studies ” was adopted instead of “Social Sciences”, Social Education” arguing that even though social sciences provide the source and origin for methods and status as an independent subject not hooked to the existing Social Studies . The conference also agreed to give pride to African nation by reviewing the curriculum of subjects like history and geography, injecting into the curriculum an African heritage and culture. The traditional methods of teaching were to be

replaced by more modern methods that promote the development of skills such as problem solving questioning and critical thinking. Out of this conference emerged African Social Studies Programme (ASSP). Later, the Nigerian Social Studies Programme (NSSP). The conference stated the big role Social Studies should play alleviating the defects of the existing educational systems in many emergent Africa Nations and recommended the teaching of Social Studies in all Teacher Training College in Africa (Ismaila, 1987).

Furthermore, the experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern States' Education committee of the interim common services agency (after the creation of six states from the existing Northern State), however made a decision that Social Studies should be introduced into schools and colleges in the Northern States.

The 1969 National Curriculum conference that was held in Lagos was a major landmark in the development of Social Studies in Nigeria. At this conference, issues of ideology, purpose, and objectives of Nigerian Education were discussed and recommendations and resolutions touched on the teaching of culture and Social Studies in the Nigerian education system. Also among the recommendations (which formed the nucleus of the new National Policy on Education) was that Social Studies should be taught in the lower class in the secondary schools. In accepting some of this recommendations and launching of the new (NPE), the government approval the teaching of Social Studies in all primary schools junior secondary schools and the Teacher Training Collages. This gave a better national recognition to the subject as means of achieving national objectives of Education. In the same 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University, Zaria. However, 1970 witnessed another tremendous success in Social

Studies as materials produced for primary and Teachers college were produced and the CESACs textbooks, were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the subject on 1971. Representatives from the East-Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) conference in 1971 with the full support for the teaching and learning the subject. With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC) now (NERDC), the first ever National Social Studies syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies teaching aids, evaluation technique were discussed at the conference.

Based on the necessity for training of pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers colleges in 1972. More so, the Institute of Education, ABU Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme. In the same year, a degree course in ABU Zaria and Nigeria Certificate in Education (NCE) Programme in Advanced Teachers College Sokoto was introduced in 1973. In addition, 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associateship and at NCE levels. Additionally, 1976 was another year when Universal Free Primary Education (UPE) was launched throughout the country and the teaching of Social Studies in the primary schools replaced separate subjects of the social science. It also became a compulsory course offered by students in Teachers Colleges. In 1978, a two-year Bachelor of Education (B.Ed.) degree programmes was also introduced at ABU, Zaria.

Furthermore, by 1980, Social Studies as a course of study was offered at all levels of our educational system and the National Policy on Education (NPE) made it a core subject in primary and junior secondary schools. In 1981, the NERC now Nigerian Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies curriculum guide which was published by the Federal Ministry of Education in 1983.

Moreover, 1981 and 1984 witnessed another rapid development because many more Universities started postgraduate degree i.e. Masters and Ph.D Programmes in Social Studies. Typical examples of such institutions include: A.B.U., Zaria, Obafemi Awolowo university, Ile- Ife; University of Jos; University of Ilorin, University of Lagos, University of Nigeria Nsukka etc.

The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Udoh, 1989) although CESAC Social Studies Curriculum for SSS was approved by JCC in 1984, the curriculum has not been operationalized at the SSS level till today. The National Teachers Institute (NTI) did not only produce the Grade II Social Studies syllabus and textbooks, it also went ahead to write course books on Social Studies for NCE Distance Learning System (NCE/DLS), the distribution of which started in January 1990. Almost all the colleges of Education in Nigeria now offer Social Studies in their NCE programme, additionally, B.Ed, Post-graduate i.e PGDE and Ph.D programmes in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent. It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum Launched in 2007.

2.3.5 Challenges of Social Studies Education in Nigeria

It is undeniable fact that Social Studies Education has made a major landmark in producing effective citizens among members of the society through the inculcation of positive attitudes and values such as honesty, diligence, hard work, patriotism etc. This is the subject that succeeded in enhancing cognitive and affective domains of knowledge among the students. However, despite the psychomotor skills taught to the learners it is obvious that products of Social Studies upon completion of their studies instead of using their energy and limited resources to embark on a small and medium scale business (entrepreneurship) capable of self-employment and creating wealth thereby becoming employers of labour for members of the society, they join the league of graduates looking for white collar jobs and in some cases wait for years without jobs and by implication some of them engages in social vices and other anti-social behaviour occasioned by unemployment among youth members of the society. This constitutes a major challenge to Social Studies education.

In addition, Mezieobi (2013) observes that the poor caliber of students pressed into our schools in pursuance of the nation's goal of mass schooling. Most of the students are unprepared to learn anything useful and so jeopardize curriculum implementation. The learner related constraints related to curriculum implementation may be school-caused, society-propelled, peer-group induced, government or teacher caused due to the learner's socio-economic background. Taking the political class for instance, they talk glibly about curriculum input, reform or implementation without adequate support.

Gbamanja (2000) stressed that in modern time, the new instructional technology is presenting vast new opportunities for schools to achieve the excellence and productivity they

have long sought. To take advantage of those opportunities, however, educators and educationist would need to overhaul the entire Social Studies to render it relevant for the demand of 21st century.

2.4 Concept of Entrepreneurship

The term entrepreneurship has a history that dates back to 1732, when the Irish economist Richard Cantillon used the word in reference to individuals with a willingness to carryout forms of arbitrage involving the financial risk of a new venture” (Minnti & Levesque, 2008). The active form of entrepreneur, “entreprendre”, can be translated as “to undertake or start something”.

Entrepreneurship is one of the four mainstream economic factors of production. The others are land, labour and capital (Orisa, 2013). Entrepreneurship emerged as an important concept in global economic transformation. Studies have shown that entrepreneurship process is a vital source of developing human capital as well as plays a vital role in providing learning opportunities for individuals to improve their skills, attitudes and abilities (Shane 2003, Brana 2008, Ekpo and Edet 2011).

Hisrich and Peters (2002) view entrepreneurship as “the process of creating something new with value by devoting the necessary time and effort assuming the accompanying financial psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence”. In addition, Owenvbiugie and Iyamu (2011) stressed that entrepreneurship is the process of bringing together creative and innovative ideas coping with management and organizational skills in order to combine people, money and resources to meet an identified need thereby creating wealth.

Similarly, Nwafor (2007) describes entrepreneurship as the creation of new economic entity centered on a novel product or services or at the very least, one which differs significantly from products or services offered elsewhere in the market. According to Ubah (2011), entrepreneurship focuses on recognizing a business opportunity, starting a business based on recognized opportunity and operating and maintains that business.

From the foregoing, it can be deduced that entrepreneurship refers to the ability of using one's initiative to start a novel business venture with a view to create wealth through self employment.

There are various forms of entrepreneurship and the most obvious form of it is starting new business popularly referred to as 'starts-up company'. A start-up business has numerous advantages these including;

- There is joy and satisfaction of creating ones own kind of business of his/her dreams.
- Management of product or service, a target market, technology, employees and operating procedures.
- He/she is able to choose a business name, location & site

The main disadvantage of a start up business is the mountain of unforeseen/unexpected problems generally associated with business formation and often encountered in the process of building a business. These problems include:

- Negative attitude of the consumers towards the product or service
- Inadequate capital to finance operations and unexpected hitches in the performance of some of the fixed assets in the business (Nwafor, 2007).

In other words, an entrepreneur is described as “one who organizes, manages, and assumed the risks of a business or enterprise’, thus, an entrepreneur must have the ability/technical know-how in addition to being willing to establish an enterprise. Correspondingly, an entrepreneur can be defined as one who organizes, manages and assumes the need of a business enterprise. He/she is a person who has possession of an enterprise or venture and assumes significant accountability for the inherent risks and the outcome. He is an ambitious leader who combines land, labour and capital to create market and new goods or services (Adeyemo, 2009).

From the foregoing, an entrepreneur can be defined as one who combines the land of one, labour of another and the capital of yet another, and thus, produces a product. By selling the product in the market, he pays the interest on capital, rent on land, and wages to labourers, and what remains is his/her profit. Therefore, entrepreneur is seen as both the innovative and imitating type; provided he/she plans project which are novel for himself/herself and his/her organisation. And for functional purposes, the entrepreneur will be assumed here to include any person(s) who runs a business. Thus, the individual who owns a bookshop, a chemist, a beauty saloon, restaurants, shoe cobbler, computer business centres, recharge card vendor or is a wholesale trader or retailer is an entrepreneur, according to Agi and Arikawei (2011) all these businesses mentioned above, each has a contribution to make in the development of the economy.

According to Karefa, (2014) listed the following traits typical of entrepreneurs:

- i. **Desire to achieve:** The push to conquer problems, give birth to a successful venture.
- ii. **Hard work:** It is often suggested that many entrepreneurs are workaholics

- iii. **Desire to work for themselves:** Entrepreneurs like to work for themselves rather than working for an organization or any other individual. They may work for someone to gain knowledge of the product or service that they may want to produce.
- iv. **Nurturing quality:** That is willing to take charge of and watch over a venture until it can stand alone.
- v. **Acceptance of Responsibility:** Are morally, legally and mentally accountable for their ventures. Some entrepreneurs may be driven more by altruism than by self-interest.
- vi. **Reward orientation:** i.e., desire to achieve, hard work, take responsibility, but also with commensurate desire to be rewarded handsomely for their efforts; rewards can be forms other than money, such as recognition and respect.
- vii. **Optimism:** Live by philosophy that this is the best of times and that anything is possible.
- viii. **Orientation to excellence:** Often desire to achieve something outstanding that they can be proud of.
- ix. **Organization:** Entrepreneurs are good at bringing together the components (including people) of a venture.
- x. **Profit orientation:** Want to make a profit but the profit serves as a meter to gauge their success and achievement.

Additionally, the function of a successful entrepreneur involves the following activities as explained by Osuagwu (2000).

- i. **Identification of an investment opportunity:** The primary function of entrepreneur is to identify an investment opportunities. An investor represents the needs and wants of

potential consumers which are not being presently met by existing enterprise and which the entrepreneur has the capacity to satisfy. It is not all the needs and wants that constitute investment opportunity. For a need to be an investment opportunity, it must be large enough to guarantee the entrepreneur a satisfactory project level of such opportunities from which to tap.

- ii. Decision making: decision making is a process of taking decision and for rational decision to be taken. In the course of seeking investment opportunity, it is most likely that entrepreneurs will end up identifying more than one opportunity. In such situation, he has to take a decision on which the opportunities and decide to exploit and accept. The entrepreneurs consider the following: Personal interest, technical capability, risk involved, availability of resources, profitability of the potentials of growth and availability of infrastructures and personal capabilities of the entrepreneur.
- iii. Creativity: Is the ability of the entrepreneur to continue to develop new ways of doing things that nobody does through of. It is the ability to process information in such a way that the result it new, original and meaningful. By this, the entrepreneur is able to develop new product, new market territories or new techniques of doing things to improve efficiency. It is in such situation that he can have an edge over his competitors.

Hornby, (2010) defined innovation as the introduction of new things, ideas or new ways of doing something. It also refers to generating new ideas or modifying existing ideas to serve a better result. Synthesis refers to combining information from many sources, analyzing, sieving and integrating them into useful pattern. Extension involves expansion of current

boundaries of the enterprise by taking the ideas that worked in one area and arising them in another.

Therefore, an entrepreneur must be capable enough to create and innovate new things of values that are beneficial to the society and profitable to his enterprise.

iv. Risk Bearing: An entrepreneur bears two forms of risks

a) The insurable risks: Are those that the entrepreneur may not have a direct control of but which can be passed to a third party known as Insurance Company. The risks of fire accident, theft, flood and other natural disasters fall under this category. The losses due to this risk can be minimized through insurance.

b) The non-insurable risks: Are those which must be borne by the entrepreneur, this arises because of the uncertainty of the future. The risks are not passable to a third party and usually arise from uncertainty about the future demand of the product or service, future behaviours of supplier effect on the unfavourable changes in government. Policy, effect of industrial action by trade unions and other important elements of the external environment.

v. Selection and acquisition of resources: For the entrepreneur to succeed and grow, the entrepreneur must select and acquire the right quality and quantity of resources in terms of 4Ms (Man, Money, material and machines) that will enable him/her achieve his objectives. He will observe and select suitable site which is accessible and have the necessary infrastructure for the smooth running of the enterprise.

2.4.1 Concept of Entrepreneurship Education

The role of education in the development of any nation cannot be underestimated. The development of education sector is a sine-qua-non for the development of all other sectors. According to European Union Commission (2010) as cited in Ekankumo and Kemebarikumo (2011), Entrepreneurship education seek to provide students (especially those in tertiary schools) with the knowledge, skills and motivation to encourage entrepreneurial studies in a variety of setting. The commission emphasizes that different aspect of entrepreneurship education are offered at all levels of schooling. In a similar vein, the consortium for Entrepreneurship Education (2004) maintained that it is a lifelong learning process, starting from elementary level to other levels of education and spanning o adult education.

Akpomi (2009) views that Entrepreneurship Education focuses on developing understanding the capacity for the pursuit of entrepreneurial behaviours, skills and attitudes in a widely different context. According to Anho (2011:20) the concept of entrepreneurship education is associated with various activities here in stated but not limited to the following:

Innovation, creativity, risk taking, initiative, visionary, focus, determination, team spirit, resourcefulness, financial control, self confidence, versatility, knowledgeable, dynamic thinking, optimum disposition, originality, people oriented, flexible in decision, responses to suggestions and criticism, need achievement driven, profit oriented, persistent and persevering, energy for hard work, adjustment to challenges and future looking.

Moreover, the Nigeria 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 those educational 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. According to Ubah (2011) further identified some of the usefulness of entrepreneurship education as follows:

- i. Enhancement of economic growth for the individual citizens and the nation.
- ii. Poverty alleviation
- iii. Solving of the problem of youth restiveness, cultism arm robbery, vandalization of pipelines among others.
- iv. Reducing the issue of kidnapping and insecurity of life and property of citizens
- v. Minimizing of human trafficking and prostitution
- vi. The reduction of the level of unemployment and
- vii. The increase of income per-capital

From the above definitions, entrepreneurship education can be conceptualized as a specialized and all round training programme designed by education authorities to change the mindsets of students from job-seekers to wealth creators by developing their talents and potentials.

2.4.2 Entrepreneurship Education in Nigeria

The history of Nigeria education system could be traced back to the colonial period, the educational policy then was geared toward serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004). The policy was aimed at producing Nigerians who can read and write to hold certain positions such as clerks, interpreters, and inspectors etc. Without any entrepreneurial or professional skill to stands on their own or even establish and manage their own venture. The Nigeria industrial policy that came immediately after independence place

emphasis and concentrated attention on the establishment of big companies by completely neglecting the development of small scale sectors (Aladekomo, 2004). This neglect invariably means killing entrepreneurship at the micro level in Nigeria at the very beginning, which is considered to be a very essential for economic growth and development. The over pressing demand for white collar job for majority of graduates is just an offshoot of colonial educational policies as was cited by Garba, (2010). Moreover, with the growing number of students coming out from various institutions into labour market, if some measures are not taken there is every tendency that the situation can escalate the rate of poverty and corruption and other social crime especially among youth.

Hence it is hoped that in the first place, the government should encourage a diversification of the economy through adequate support for private establishment practical acquisition of skills in all higher institutions. It is against this backdrop that the need to redefined and refocus the current system of education with a view to create and enhance the supply of entrepreneurship initiatives and activities in Nigerian Institutions of Higher Learning, (Akpomi, 2008).

The Federal Government in the 2004 directed all tertiary education regulatory agencies (National Universities Commission, (NUC), National Board for Technical Education, (NBTE), and National Commission for Colleges of Education, (NCCE)) to establish necessary mechanisms for the introduction, development and of sustenance of entrepreneurial culture among Nigerian youths. This paved the way for a well-planned and implemented Entrepreneurship Education in Higher Education Institutions in Nigeria (The punch, 2007). In line with the federal government's directives on entrepreneurship education, the Board for Technical Education (NBTE), the supervisory body of all Nigeria Polytechnics,

developed the curriculum, teacher's guide and training manuals for entrepreneurship education for the National Diploma (ND) and Higher National Diploma (HND). The NBTE has in particular designed three courses, Introduction to Entrepreneurship, Practice of Entrepreneurship at diploma level and Entrepreneurship Development at HND level, to all Polytechnics under its jurisdiction. "Master Trainers" were organised locally and internationally to boost in-house capacity of polytechnics lecturers' competencies in the management of the Entrepreneurship Study Centres (ESC) set up. The Punch (2007).

2.4.3 Objectives of Entrepreneurship Education

The objectives of entrepreneurial education shall be to:

- i. Provide means of preparing the individual for occupational fields and for effective participation in the world of work;
- ii. Give training and impart the necessary skills to the individual who shall be self-reliant economically;
- iii. Expose students to career awareness by exploring usable options in the world of work;
- iv. Provide employment for self-reliance;
- v. Motivate and develop students for launching and managing their own small-scale business enterprise;
- vi. Provide the entrepreneurship knowledge and vocational skills necessary for agricultural, commercial and economic development; and
- vii. Provide knowledge and skills that will alleviate poverty (Orisa, 2011).

2.4.4 Forms of Entrepreneurship Education

Entrepreneurship education has been classified in to different forms by different scholars. According to Linan (2004), there are four different kinds of entrepreneurship education programmes viz:

- i. **Entrepreneurial Awareness Education:** Aims to increase knowledge about entrepreneurship and to influence attitudes that may impact intentions.
- ii. **Education for start-up:** These programmes are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self-employed.
- iii. **Education for Entrepreneurial Dynamism:** Focuses on people who are already entrepreneurs and want to promote dynamic behaviour after the start-up phase.
- iv. **Continuing Education for Entrepreneurs:** Describes life-long learning programmes and focuses on experienced entrepreneurs.

However, this research is more concerned with the I and II forms above i.e Entrepreneurial Awareness Education and education for start-up for the fact that there is growing misconception by students at tertiary institution that education is not only meant for government employment, rather it prepares an individual for self-employment and empowerment. The essence of introduction of entrepreneurship education is to inculcate knowledge and skills, competences with a view to promote the enterprise, create new ventures, entrepreneurial mindset for business start-up and management for the students.

In addition, Social Studies education as a multi-disciplinary school subject serves as a veritable tool for promoting entrepreneurship skills among students due to inability of our

young graduates to access paid employment during and after graduation. In order to forestall the crave or rush for white-collar jobs by our teeming graduates, therefore, emphasis on teaching entrepreneurship skills would stimulate the human tendency for freedom by encouraging them to be self-reliant and productive members for socio-economic development of our society.

2.5. Objectives of Social Studies at NCE Level

Colleges of Education are institutions set aside to produce quality intermediate teacher manpower requirements for the nation. To ensure quality control and harmonization of curriculum of all NCE awarding institutions, the National Commission for Colleges of Education (NCCE) was established through the promulgation of Decree 3 of 1989. Its mandate includes inter alia: the laying down of minimum standards for all programmes of teacher education and accrediting their certificates etc.

According to NCCE (2012) minimum standards for Arts and Social Science Education, the objectives of Social Studies are as follows:

- i. Produce professionally and academically competent NCE Social Studies teachers for the Junior Secondary Schools.
- ii. Prepare teachers who will inculcate in their pupils rational adjustment to their physical and social environment through acquisition of knowledge, attitudes, values, appreciations and skills necessary for developing social and civic responsibilities
- iii. Produce students who are capable of benefiting from further education in Social Studies and other related areas.

2.5.1 Overview of Current NCE Minimum Standards with Particular Reference to Entrepreneurship Education

Content implies body of knowledge, concepts, principles, attitudes and values to learn in a particular subject. According to Yusuf (2012) he views content as the skills, concepts, knowledge, attitudes, feelings, norms and values to be learned. The content of any subject comprise the specific topics to be learnt based on their merit and relevance to the particular society.

The task of developing the Social Studies curriculum for the NCE is an exclusive reserve of the NCCE which was borne by the Decree No 3 of 1989. The mandate of the NCCE included the setting of minimum standards, provision of guidelines and accreditation for all teacher education programme conducted by NCCE. (NCCE, 2012).

The content of Social Studies is derived from social science subjects like, sociology, political science, history, anthropology, religion. Thus, Corbin, (1983), Okam (1998) posits that concepts from social science disciplines and other subjects constitute the curricular bedrock of the subject. Corbin (1983) specifies that the various subject areas that make up the content of Social Studies develop the cognitive, affective and psychomotor domains. The cognitive lays emphasis on information, concepts and generalization. The affective emphasize on the development of positive attitude, values and morals, while the psychomotor domains lays credence to the development of skills vis-à-vis the physical, intellectual, personal and social development. DuBey and Barth (1980) simply put that the integrative nature of Social Studies is the totality of life experience. This can be attained through the inculcation of desired knowledge, skills, values, which form the basis of Social Studies content.

According to NCCE (2012) minimum standards for NCE, Social Studies is the subject areas that investigate on economic activities of man includes, social change, issues and problems of national development and modernization among others. However, it was the SOS 124 i.e. man and his economic activities, an elective course that treated the concept of entrepreneurship as one of the mainstream of economic factors of production. The main focus of the course is to introduce learners to the major economic activities within the Nigerian State. The course aims to equip learners with knowledge to enable them appreciate the dynamic activities and to demonstrate how they can contribute their own quota to a stable economy. Entrepreneurship education as a core course is been offered by all students irrespective of combination under General Subject in Education (GSE).

2.6 Entrepreneurship skills

Skill is thought of as a quality of performance which does not depend solely upon a person's fundamental, innate capacities but must be developed through training, practice and experience. Skills represent particular ways of using capacities in relation to environmental demands, with human being and external situation together forming a functional system. Gibb, (1998), refers to 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". Drawing from the literature on the characteristics on entrepreneurship, Gibb (1988) argues that entrepreneurial skills that should be taught, include intuitive decision making, creative problem solving, managing interdependency on a know-how basis, ability to conclude deals, strategic thinking, project management, time management, persuasion, selling, negotiation and motivating people by setting an example. These skills are based on

several underlying qualities, such as self confidence, self empathy with stakeholders, especially customers, a hard working disposition, a high achievement orientation, a high propensity to take (moderate) risks and flexibility.

According to Salgado-Banda (2005) views entrepreneurial skills as ability to have self-belief, boldness, tenacity, passionate, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity.

Accordingly, Ondigi (2012) states that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining command over scarce resources, taking responsibilities for internal and external advancement of the firm in all aspects. Additionally, Ondigi, (2012), Adeyemo (2009) and Solomon (2007) highlights the under-mentioned entrepreneurial skills includes among others:

- i. **Communication skills:** Ability to express and understand thoughts and opinions in a variety of settings, situations and with diverse customers.
- ii. **Self-advocacy skills:** To make needs and wants known in a socially constructive ways in learning, work and social situations.
- iii. **Social skills:** To develop positive relationships with customers and community members in a variety of settings and situations with diverse population.
- iv. **Use of tools and technology:** To access information so as to keep abreast with changes in the society.
- v. **Sales and marketing skills:** that is ability to think on how to reach customers using the best approach.

- vi. **Financial know-how:** Ability to handle money well and sustain it for the continuity of the business.
- vii. **Self motivation skill:** Extra drive and commitment to ensure that necessary steps are taken to make dream a reality as an entrepreneur.
- viii. **Time management skill:** Good time manager and prioritizing of task as an entrepreneur.
- ix. **Administrative skill:** Ability to plan, coordinate, direct and organise the available human and material resources for attainment of goals of the enterprise.

2.6.1 Entrepreneurship Skills and Social Studies Education

Social Studies have been defined as the study of man in his entirety. This is because Social Studies aims to help students develop a capacity to learn and acquire skills and values essential to the formation of satisfactory professional life (that is dignity of labour and sound judgement). This indicates that Social Studies education has a critical role to play in promoting entrepreneurial skills among student at the tertiary level in the country. In support of this, Danladi and Lorliam (2008) maintained that Social Studies education as a school discipline, has the challenge of character, values and skills formation, socialization and acculturation of citizens. The products of Social Studies are expected to be an embodiment of exemplary citizenship, integrity and participation in the development process that are embedded in the national educational reforms. The entrepreneurship education for national development cannot be achieved without inculcating in learners functional skills, and values of hard work, accountability, loyalty, self-reliance, transparency, self-motivation and good neighborliness. This are core aspects of Social Studies Education meant to ensure positive change in learners, if objectives of entrepreneurship education would be achieved, the goals of

Social Studies must be employed in order to make our students so vibrant, functional and self-reliance after their graduation.

Social Studies Education applies inquiry approaches where students are taught to combine cognitive, affective and psychomotor skills to achieve self-actualization, self reliance and self-confidence which are essential aspect of entrepreneurship education. To this end, Lawal and Oyeleye (2003) stated that, Social Studies education enhances teaching and learning through its dynamic, interactive, flexible and engaging content. Similarly, Muhammed (2012) stressed that Social Studies education has the potential to accelerate, enrich deeper skills to assist leaners relate school experience to world of work. Social Studies helps to create economic viability for future workers and equally contribute to radical changes as well as strengthens teaching and provides opportunities for linkage between the school and the world.

Furthermore, Danladi and Lorliam (2008) noted that the philosophical background of Social Studies equally creates vantage opportunity for the discipline to package a content that is integrated in nature, with its products becoming integrated individuals who can stand the test of time as traders, entrepreneurs, teachers, politicians or whoever they choose to become. It also encourages the learners to be socially relevant, economically viable and politically honest in a rapidly changing world. More so, Lawal and Muhammed (2014); Lawal and Oyeleye (2003) stressed that effective teaching of Social Studies can also assist learners greatly in the appreciation of the contributions of individuals and groups to human and national development. Consequently, it makes them develop the desire to foster attitudes that could help reduce tension among students as it encourage entrepreneurship and self-reliance attitude which could help in achieving sustainable development.

Likewise, Okoro (2010); Lawal and Oyeleye (2003) and Onipe (2002) recounts that Social Studies provides its recipients with intellectual education which encourages the acquisition and utilization of critical and reflective thinking as well as problem solving skills. Learners are given opportunity to develop abilities needed for perceiving and investigating human actions systematically, consciously and adequately. Through this kind of relevant information from a variety of sources (Library, internet, directories etc) which could help further in promoting entrepreneurial skills in the mindset of learners to attain the goal of self employment after their graduation.

2.7 Challenges of Entrepreneurship Education in Nigeria

Quality Entrepreneurship Education could played a vital role in equipping individual with necessary intellectual capacity, skills and right type of work habit and attitude to be able to create jobs for the growth of the Nigerian economy. However, what is quite essential is the extent to which the entrepreneurship education programme can be implemented to realize these goals. The programme is confronted with a lot of teething problems and operational challenges which brought a setback in the attainment of its objectives. These challenges have not enable Nigerians to enjoy the benefits of its programme as expected.

Some of the challenges have been pointed out by eminent scholars such as Gana (2000), Aiyeduso (2004), Osuala (2010) and they include:

- Poor funding by government and Non-governmental organizations (NGOs).
- Poor or ineffective planning, supervision, information and evaluation of the programme across the board.
- Inadequate teaching materials, equipment and infrastructural facilities.

- The challenges posed on, Information and Communication Technology (ICT) have effect on curriculum, methodology, facilities, staff and equipment.
- Inadequate qualified teachers and instructors as well as supporting staff at all level.
- Inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative.
- Emphasis on theoretical knowledge rather than practical knowledge due to lack of entrepreneurship education centre.
- High level of corruption and very poor maintenance culture in the system.
- Poor enabling business environment, access to credit/loan infrastructural decay, mass poverty, inflation, technological infraction, political instability and insecurity of lives and properties which hamper economic and business activities.

2.8 Self-Reliance and National Development

Self-Reliance is synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. Muhammad (2012) explained self-reliance as autonomy of decision-making and full mobilization of a society's own resources. It also means self- confidence, reliance primarily on one's resource, human and natural, and the capacity for autonomous goal-setting. It excludes dependency on outside influence and power that can be converted into political pressure. Furthermore, Akinpelu (2005) rightly observed, the call for the tapping of one's inner resources, self-sufficiency, self-reliance, permeated both Socrates' teachings and the philosophy of the stoic. Self-reliance development is the development through our own effort. In addition, Danladi (2000) argued that self-reliance is the demand for New International Economic Offer (NIEO), which require a restructuring of

the world trade and economic relations both at National and International levels. He also maintains that the philosophy of self-reliance is aimed at:

- i. Creating a new cultural and productive environment which will promote pride in productive work and self-discipline;
- ii. Generally awakening the rights and obligations of citizens to the nation;
- iii. Encouraging people to take part actively and freely in discussions and decisions affecting their general welfare;
- iv. Promoting new sets of attitude and culture for the attention of goals and objectives of Nigerian state; and
- v. Acquiring new set of universal values for global citizenship

Further still, Danladi (2000) and Bichi (2007) identified the following as some solutions to the indices affecting self reliance development in Nigeria

- To achieve self liberation, Nyerere suggested that there must be mental disposition or “an attitude. He affirmed that without the correct attitudes of mind, institutions could be perverted from their true purpose and acceptance, that is, of human equality and a desire and readiness of leadership to serve alongside the masses. Nyerere’s position is based on the fact that socialism and democracy are embedded in African traditions.
- In the education system, the introduction of Universal Primary Education (UPE) and of recent, the Universal Basic Education (UBE) and the Privatization and Commercialization Policy constitute channel through which a greater portion of the Nigerian population can acquire basic knowledge, capital and skills for self-reliance and mass participation in social, economic and political activities of the society.

- The resolution of conflicting attitudes and values involves certain change processes that take into consideration the values of individual (products) and his/her society. Zalmat (1973) in Danladi (2000) has cautioned that, for desirable attitudes and values to be developed, there must to be a consideration of the social condition of the citizens concerned. In addition, the new attitudes and values to be acquired must be profit-oriented and support the individual fundamental values. That is to say, the new attitudes and values to be acquired must help the individual old and new personal goals.
- It must be noted that education as a means for social change must not be seen in isolation to what the society possesses and intends to attain. The ideological learning of the society must be understood before the application of any of the strategies. This is so because education as a productive force is a product of social relations and must be seen to be working toward effective social change a self reliant community.
- Government should re-direct its attention towards job creation opportunities for the colleges and technical colleges' graduates who acquired these skills or training through the rehabilitation of industries to full capacity utilization.
- Funds should be increased for programmes in colleges and technical colleges. Nongovernmental organizations should also be made to strengthen cooperation with government, in creating awareness on the relevance of self reliance education in Nigeria. Alternative funding in the development of self reliance education should be identified and utilized.

In essence, teaching entrepreneurship skills and self-reliance education can turn our graduates in Nigeria from job seekers to employers of labour. It is also capable of creating

more wealth, diversifies Nigeria's economy and boost Nigeria's export while at the same time reduces imports and over-dependence on foreign goods and services. It can translate into social happiness and long life at the long-run as happiness and long life to a large extent related to one's ability to meet his/her needs and aspirations as well as attaining national economic development.

2.9 Review of Related Empirical Studies

The empirical studies of this research work centre on critical appraisal of works various studies in relation to the present study. In the first place, a study conducted by Ibrahim, (2012) titled "Perception of Lecturers and students on the role of Social Studies in enhancing self – reliance among NCE and students in Kaduna state". The study employed descriptive survey design. Four research objectives, four research questions as well as four Null hypotheses were formulated by the study. The total population of the study was 894 NCE students as well as lecturers from Federal College of Education Zaria and Kaduna state College of Education Gidan-waya respectively. A total of 239 sampled lecturers and students were drawn from the population of the study out of which 48 were lecturers and 191 students from the two study area. The study utilized 5 – point likert scale questionnaire as instrument for data collection. Frequency counts, mean and standard deviation were used to answer research questions, while t-test independent sample was used to test the null hypotheses at 0.05 alpha level of significance. However, all the four null hypotheses formulated by the study were rejected. The major findings of the study shows;

Significant difference existed by lectures and students in the perception on how self – reliance enhance on the role of Social Studies education towards acquire attitudes and value

of self-reliance among NCE students; that there was significant difference among lecturers and students in their perception on the obstacle militating against Social Studies in enhancing self-reliance; there is significant difference 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.

The study recommends that Social Studies curriculum should be regularly reviewed to cover all emerging aspect of self – reliance; Social Studies lecturers should be encouraged to regularly attend workshops to update their knowledge on self – reliance and adequate instructional materials should be provided by the government to enhance self – reliance among NCE students.

The current study share similarities to that of Ibrahim (2012) in the following:

- The two studies employed descriptive survey design.
- The two studies used questionnaire as an instrument for data collection.
- The two studies used NCE II & NCE III sample students for the study.
- The two studies used FCEZ & KSCOE Gidan-waya Kafanchan respectively.
- t-test independent sample was used to test null hypotheses by the study.

However, the two studies differ in the following ways:

- The present study focused on promoting entrepreneurship skills and self – reliance, while the previous study focused on enhancing self – reliance through Social Studies education.

- The present study used students as sample, while the previous study used sampled both lecturer and students for the study.
- The present study used three null hypotheses, while the previous study used four null hypotheses.
- The present study utilizes total number of 328 sample respondents, while the previous used total number of 239 sample respondents.

Babatunde and Durowaiye (2014) conducted a study on “the impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates”. Descriptive research design was adopted for the study. 120 undergraduate students from 3 Colleges in Landmark University, Kwara State were selected through stratified and simple random sampling. Questionnaire was used as instrument for data collection. Analytical techniques used include frequency count, percentages were used to answer research question and two null hypotheses were tested at 0.05 level of significance and one hypothesis was accepted while the other one was rejected by the study.

From the findings of the study, it was discovered that exposure to entrepreneurship education influences students intentions of becoming self-employed. It was however discovered that most students were not very confident about their intentions due to fear of capital, failure and lack of experience in business management. The study concludes that despite knowledge of entrepreneurship education as a contributing factor in the reduction of unemployment, Nigerian youth requires additional supports to overcome the foreseen challenges.

In line with the above findings, the study recommends that there is need for government and other stakeholders, such as media, schools and investors, to create a more enabling environment for youth to inculcate entrepreneurship culture as well as ensuring their success to finance; mentorship and other basic needs that would enhance their capacities to achieve a successful career in entrepreneur.

The current study and that of Babatunde and Durowaiye (2014) share the following similarities:

- The two studies employed descriptive survey design.
- They both use questionnaire as instrument for data collection for the study.

However, the two studies differ in the following:

- The present study centres on Kaduna as the population of the study, while the previous study has Kwara State as its population for the study.
- The previous study used undergraduate sample students, while the present study will make use of NCE sample students for the study.
- The previous study used 120 respondents while the current study will make use of 328 respondents for the study.
- The previous study utilized chi-square statistical tool, while the present study make use of t-test as a tool for data analysis for the study.
- The present study will employ purposive sampling, while the previous study used stratified sampling technique.

Karefa (2014) studied “The impact of entrepreneurial development in reducing unemployment in Zaria (A Case study of some selected entrepreneurs in Kongo Campus)”.

The study was survey design. The entire micro and small scale entrepreneurs in Kongo Campus constitute the population i.e. 65 out of which 56 were randomly selected as a sample for the study. Questionnaire was used for the collection of data, which contains 12 items of 2 point scale. Two null hypothesis were tested which were subjected to a statistical test with the use of Chi-square at 0.05 level of significance and all the two null hypothesis were rejected by the study.

From the findings of the study, it was revealed that entrepreneurial development programmes are making significant contribution in solving the problems of unemployment in Zaria. Therefore, an extension of this trend in employment creation as observed by the entrepreneurs in Kongo campus can be replicated in other parts of the country and will go a long way in curbing the problem of unemployment; This goal can be achieved through the support of both governmental and non-governmental organizations (NGOs) by providing the necessary infrastructures needed and making policies that will promote the development of entrepreneurship in various parts of the country.

In addition, the author recommends that government should provide adequate infrastructural facilities such as electricity, road networks that will improve the effectiveness of entrepreneurship; government should invest more in entrepreneurship programme in order to encourage micro and small scale entrepreneurs to provide employment opportunities for the teeming youth populace of the society.

The current study and that of Karefa (2014) shares the following similarities:

- The two studies employed survey research design.

- They are both directed towards examining the impacts of entrepreneurship in reducing unemployment among members of the society.
- They both use questionnaire as instrument for data collection.

However, the two studies differ in the following ways:

- The present study centres on Kaduna State as the population of the study, while that of Karefa (2014) has Zaria Local Government as the population of the study.
- The present study uses students to form its respondents, while the previous study made use of entrepreneurs as its respondents for the study.
- The present study will make use of 328 sample respondents, while the previous study used 56 respondents for the study.
- Two null hypotheses were tested in the previous study, while three null hypotheses are to be tested in the present study.
- The present study is hoped to employ t-test as data analysis tool, while the previous study used chi-square test.

Furthermore, Muhammed and Salihu (2015) carried out a research on the “efficiency of Social Studies in developing entrepreneurial qualities among NCE students in Niger State, Nigeria”. The study sought to determine whether gender and study level influence the opinion of NCE students in Niger State on the efficacy of Social Studies in developing entrepreneurial qualities. The study used NCE II and NCE III Social Studies students in Federal College of Education, Katangora and Niger State College of Education, Minna Niger State. The study purposively sampled 280 students from the two questions and tested two colleges of Education Descriptive survey design was used for the study. The study was

designed to answer two questions and tested two null hypotheses. The frequency counts, mean and standard deviation were used to answer the research question while t-test independent sample was used in testing the null hypotheses at 0.05 alpha level of significance. The null hypotheses which states that gender has no influence on the opinion of students on the efficacy of Social Studies in developing entrepreneurial qualities among NCE students in Niger State was retained. While the null hypotheses which states that study level has no influence on the opinion of students was rejected. The four point modified Likert scale questionnaire titled “Social Studies Questionnaire on Entrepreneurship Qualities” (SOSQEQ) was used as instrument for collecting data in the study.

From the findings of the study, 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. The NCE II and NCE III respondents agreed that Social Studies education develop in the students a high propensity to take moderate risks and flexibility.

The study recommended as follows; that the teaching of Social Studies at NCE level should emphasize on setting challenging goals by the students and to show their willingness towards achieving the set goals under the guidance of teachers and/experts and the need for gender balancing in the teaching and learning of Social Studies .

The current study is similar to that of Muhammed and Salihu (2015) in the following:

- They are both directed towards examining the efficacy of Social Studies in developing entrepreneurial qualities among NCE students.
- The two studies employed descriptive survey research design.
- The two studies used questionnaire as an instrument for data collection for the study.
- The two studies used NCE II and NCE III to sample students for the study.
- The two studies utilized the Federal and State College of education respectively.
- The two studies employed purposive sampling technique.

However, the two studies differ in the following ways:

- The present study centres on Kaduna State as the population of the study, while the previous study has Niger State as its population for the study.
- The present study will make use of 328 sample students, while that of Muhammed and Salihu (2015) only made use of 280 sample students for the study.
- Two null hypotheses were tested in the previous study, while three null hypotheses is to be tested for the present study.

In the same vein, Shu'aibu, Peter and Ubah (2015) conducted a study on "Effects of Social Studies Education on Entrepreneurial Education for sustainable development in Nigeria implication for curriculum renewal". The study examined the place of entrepreneurship education in Social Studies and how it enhances sustainable development. The study was a survey design with two research objectives and two hypotheses which borders on Social Studies, entrepreneurship education and self-reliance. It has a sample population of 108 respondents who are lecturers of Social Studies in tertiary institutions in

North-West geographic zone of Nigeria. The four point Likert scale questionnaire titled “Social Studies and Entrepreneurship Education for Sustainable Development Questionnaire (SSEESDQ)” was used as instrument for the study. Two null hypotheses were tested which were subjected to a statistical test with the use of Pearson Product Moment Correlation (PPMC) at 0.05 alpha level of significance and all the two null hypotheses were rejected for the study.

From the findings of the study, it was found that there was significant relationship between Social Studies education and entrepreneurship education, significant relationship was equally found between entrepreneurship and sustainable development. This therefore means that Social Studies education is a potent discipline in enthroneing sustainable development in the society. The study recommends that certain areas of Social Studies curriculum should be strengthened to allow for complete acquisition of entrepreneurship skills by students for sustainable development in the society.

The current study is similar to that of Shu’aibu, Peter and Ubah (2015) in the following:

- The two studies employed descriptive survey research design
- The two studies used questionnaire as an instrument for data collection for the study.
- They are both focused on the role of Social Studies education as a tool for enhancing entrepreneurship education for national development.

However, the two studies differ in the following ways:

- The current study centres in Kaduna State as a population of the study, while the previous study has North-West geographic zone of Nigeria as its population for the study.

- Two null hypotheses were tested in the previous study, while the present study is hoped to test three null hypotheses.
- The previous study made use of lecturers as its respondents while the present study will make use of sample students as its respondents.
- The previous study made use of Pearson Product Moment Correlation (PPMC) as statistical tool, while the present study will make use of t-test independent sample.

In a related development, Dikko (2015) conducted a study on “the Influence of Entrepreneurship education in developing entrepreneurial qualities and skills among students of Kaduna Polytechnic-Nigeria”. The study use HND I and HND II Higher National Diploma (HND) students of Kaduna Polytechnic. 383 HND students were randomly selected out of which 372 responded to the instrument. The study was a survey design. The study used structured questionnaire titled “Entrepreneurship Qualities and Skills Questionnaire (EQASQ)” as an instrument for data collection. The study was aimed at determining whether gender and study level influence the development of entrepreneurial qualities and skills of students in the study area.

The study based on the above objectives raised and answered two questions and tested two null hypotheses at 0.05 level of significance. The study used percentage, mean and standard deviation to answer the questions raised by the study. The null hypotheses were tested using independent sample t-test and all the two null hypotheses were retained by the study.

From the findings of the study, it was discovered that the respondents acquired intuitive decision making, high achievement orientation, and high level of autonomy among

other qualities and skills as a result of learning entrepreneurship education which attracted their highest mean response. The respondents failed to learn the skills of selling, negotiation, ability to conceal deal and project management and that gender and study level do not influence the development of entrepreneurship qualities and skills among students.

In the light of the above it is recommended that the teachers of entrepreneurship education to emphasize more on the development of selling, negotiation, ability to conceal deal and project management skills which the students indicates as their shortcomings.

The current study is similar to that of Dikko (2015) in the following:

- The two studies employed survey research design
- The two studies employed questionnaire as instrument for data collection.
- The two studies utilized t-test independent sample as a statistical tool for analysis of data.

However, the two studies differ in the following ways:

- The present study made use of NCE students as sample respondents, while that of Dikko (2015) made use of HND sample students as respondents for the study.
- The previous study made use of HND I and HND II students, while the present study will make use of NCE II and NCE III students.
- The previous study made use of 372 respondents, while the present study will make use of 328 sample respondents.
- Two null hypotheses were tested by the previous study while the present study is hoped to test three null hypotheses

Summary

The chapter attempted to review essential areas related to the present study to gain an insight into issues bordering Social Studies and entrepreneurship education. The review was presented from two perspectives, viz: The conceptual and previous studies perspectives some of these issues that emerged at literature included the introduction to Social Studies , objectives, nature and scope, justification for the introduction and challenges of Social Studies education. The concept of entrepreneurship education, forms, objectives, entrepreneurship skills, and Social Studies, challenges of entrepreneurship education as well as review of related empirical studies.

Though observation from previous researches vis-à-vis other works has shown that numerous studies on entrepreneurship education were carried out, but no study on promoting entrepreneurship skills through Social Studies education among NCE students of Colleges of Education in Kaduna State has been carried out thereby creating a vacuum that gave rise to the present study. The researcher wishes to carry out an investigative approach on the role of Social Studies towards promoting entrepreneurship skills and self-reliance among students of Colleges of Education in Kaduna State. Therefore, this research is hoped to fill the gap in the literature by examining the role of Social Studies in promoting entrepreneurship skills and self-reliance among NCE students. What further make this work unique from other empirical studies is that through the entrepreneurship skills self-reliance model, it was able to establish a synergy between entrepreneurship skills and self-reliance among NCE students for socio-economic development of Nigeria society.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter attempt to discuss the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Procedure
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Data Collection Procedure
- Statistical Analysis Procedure

3.2 Research Design

The study adapted descriptive survey method. This is a research method that describes a given state of affairs at a particular time. This method was adopted because it allows researchers to examine the interrelationship among variables to develop explanatory inferences (Wimmer and Dominick, 2006). 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.

3.3 Population of the Study

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.

Table 1: Population Distribution of Students in two colleges of education in Kaduna State

COLLEGES OF EDUCATION IN KADUNA STATE	LEVEL	MALE	FEMALE	TOTAL
Federal College of Education, Zaria.	NCE II	406	350	756
	NCE III	452	334	786
College of Education Gidan Waya	NCE II	128	133	261
	NCE III	218	175	393
TOTAL		1,204	992	2,186

Source: Departments of Social Studies FCE Zaria and KSCOE Gidan Waya (2016)

3.4 Sample and Sampling Procedure

The sampling technique adopted for this study is purposive sampling technique. This sampling technique according to Agbonlahor (2006) is a judgmental form of sampling whereby the researcher selects a certain group or individual that will be relevant to his or her study. 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 choice of the sample respondents were based on Krejcie and Morgan table. The table provides the minimum expected return instruments at 95% confidence level, 50% level of variability and ± 5 margin of error. In this study whose population were 2186, based on the above criteria, the number of respondents were 350 of which we expect a minimum return of 320. After administering the instrument the research retrieved 328 which was within the range.

Table 2 Below Shows The Distribution Of Sample Size Selected

Colleges of Education in	LEVEL	MALE	FEMALE	TOTAL
Kaduna State				
Federal College of	NCE II	61	52	113
Education, Zaria.	NCE III	68	50	118
College of Education, Gidan	NCE II	19	20	39
Waya.	NCE III	32	26	58
TOTAL		180	148	328

3.5 Instrumentation

The researcher used self-structured questionnaire titled “Social Studies Questionnaire on Promoting Entrepreneurship Skills and Self-reliance” (SOSQPSS). 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 contains participant’s profile with three elements (gender, study level, and institution type). Section B contains 20 statements on Social Studies education and promoting entrepreneurship skills of

which 10 were positively worded, while 10 were negatively worded. Section C consists of 16 statements on promoting self – reliance through Social Studies Education of which 8 were positively worded while 8 were negatively worded.

3.5.1 Validity of the Instrument

The construct, content and face validity of the instrument were 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.

3.5.2 Reliability 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 were not part of the study. Single administration 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.

3.6 Data Collection Procedure

The researcher collected letter of introduction from the Department of Arts and Social Science Education, ABU Zaria to the Heads of Department of Social Studies of each institution. The Heads of Departments in the sampled colleges with the assistance of other staff introduced the researcher to the students. The researcher with the help of the research

assistants distributed 350 questionnaires to the respondents and eventually 328 were retrieved. The data collected was coded and sent to statisticians for data analysis for the study.

3.7 Statistical Analysis Procedure

The data collected was analyzed using descriptive and inferential statistics. The study made considerable use of tables for the presentation and analysis of data. Simple percentage was used to compute the bio-data of the respondents. The frequency counts, means and standard deviation were used to answer research questions raised by the study. Independent sample t-test was used in testing the null hypotheses postulated by the study at $P \leq 0.05$.

CHAPTER FOUR

DATA AND PRESENTATION, ANALYSIS RESULT AND DISCUSSIONS

4.1 Introduction

This chapter presents the data analysis including its discussion of results. The major objective of the study is to determine the views of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Colleges of Education in Kaduna state. The International Business Machine (IBM) was used in data computation and analysis. The first section deals with the demographic variables of the respondents while the second section presents answers to the research questions using arithmetic means and standard deviations. The third section presents and interprets the null hypotheses by means of inferential statistical technique of Independent t-test samples. All hypotheses are validated at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discusses the findings of the study using authorities to support the findings.

4.2 Presentation of Demographic Information of the Respondents

A total of 350 questionnaires were distributed to the sampled respondents out of which 328 were retrieved and which is the exact sample size for the study and as such were used to gather relevant information for the study.

Table 3 Distribution of Respondents by Gender

Gender	Frequency	Percentage %
Male	203	61.89
Female	125	38.1
Total	328	100

According to table 3 above, there were 203 male representing 61.8% and a total number of 125 female representing 38.1%. This shows that male respondents outnumbered their female counterpart.

Table 4 Distribution of Respondents by Study Level

Level	Frequency	Percentage %
NCE II	128	39.02
NCE III	200	60.97
Total	328	100

Details of the table 4 above shows that NCE II students were 128 representing 39%, and NCE III students were 200 representing 60.9%. This implies that NCE III students that participated in the study outnumbered that of NCE II.

Table 5 Distribution Respondents by Institution Type

College Status	Frequency	Percentage %
Federal College of Education Zaria	229	69.81
Kaduna State College of Education Gidan Waya	99	30.18
Total	328	100

Table 5 above indicated that 229 students from FCE Zaria representing 69.81 and 99 students from KSCOE Gidan Waya representing 30.18 responded to the questionnaire. The analysis was therefore based on the 328 total respondents.

4.3 Answering Research Questions

Presented below are quantitative and qualitative answers provided for the questions raised by the study. The frequency counts, arithmetic mean and standard deviation are used as statistical tools to answer the questions raised.

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 6: 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 6 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 marginal difference in the mean opinion scores of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education based on gender.

Research Question Two: What is the level of differences in the mean opinion scores of NCE II and NCE III students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State?

Table 7: Means and standard deviations for NCE II and NCE III students mean opinion scores on promoting entrepreneurship skills and self-reliance

Level	N	Mean	Std. Deviation	Mean difference
NCE II	128	71.6094	12.20380	1.83438
NCE III	200	69.7750	12.39486	

Source: Statistical Package for Social Sciences (SPSS)

Results of the descriptive statistics in Table 7 shows that there is a difference in the mean opinion scores of NCE II (M=71.6094, SD=12.20380) and NCE III (M=69.7750, SD=12.39486) students on promoting entrepreneurship skills and self-reliance. The mean difference is 1.83438 in favour of NCE II. This is an indication that there is a slight difference in the mean opinion scores of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education based on study level.

Research Question Three: To what extent do the mean opinion scores of Federal and State College of Education NCE students differ towards promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State?

Table 8: Means and standard deviations for Federal and State COE's students mean opinion scores on promoting entrepreneurship skills and self-reliance

College Status	N	Mean	Std. Deviation	Mean difference
Federal	229	72.3537	11.79993	6.17189
State	99	66.1818	12.52374	

Source: Statistical Package for the Social Sciences (SPSS) output as contained in Appendix C

Details of the descriptive statistics in Table 8 shows that there is a difference in the mean opinion scores of Federal (M=72.3537, SD=11.79993) and State (M=66.1818, SD=12.52374) COE students on promoting entrepreneurship skills and self-reliance. The mean difference is 6.17189 in favour of Federal COE. This is an indication that there is a wide difference in the mean opinion scores of NCE students on promoting entrepreneurship skills and self-reliance through Social Studies Education based on proprietorship.

4.4 Test of Null Hypotheses

The hypotheses formulated in the study are statistically tested using independent samples t-test. The outcomes of the statistical analysis are presented below to the guide the study on either to retain or reject the null hypotheses set by the study.

Null 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 9: Independent samples t-test for students mean opinion scores on promoting entrepreneurship skills and self-reliance relative to gender

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 9 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. 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.

Null Hypothesis Two: There is no significant difference in the mean opinion scores NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state.

Table 10: Independent samples t-test for students mean opinion scores on promoting entrepreneurship skills and self-reliance relative to study level

Level	N	Mean	Std. Dev	T	Df	p-value	Decision
NCE II	128	71.6094	12.20380	1.315	326	.189	H ₀ retained
NCE III	200	69.7750	12.39486				

Source: Statistical Package for Social Sciences (SPSS)

Details of the Independent samples t-test from Table 10 shows that there is no significant difference in the mean opinion scores NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state. The calculated t-value of 1.315 is lower than the t-critical value of 1.96 and the p-value of .189 is found to be higher than 0.05 alpha level of significance. Their mean responses are (M=71.6094, SD=12.20380) and (M=69.7750, SD=12.39486) for NCEII and NCEIII students respectively. Therefore, the null hypothesis which states that there is no significant difference in the mean opinion scores of NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna state is retained.

Null Hypothesis Three: There is no significant difference in the mean opinion scores of Federal and State College of Education students on promoting entrepreneurship skills and self-reliance through Social Studies Education in Kaduna State.

Table 11: independent samples t-test for students mean opinion scores on promoting entrepreneurship skills and self-reliance relative to college status

College Status	N	Mean	Std. Dev	t	Df	p-value	Decision
Federal	229	72.3537	11.79993	4.268	326	.000	H ₀ Rejected
State	99	66.1818	12.52374				

Source: Statistical Package for the Social Sciences (SPSS)

Details of Independent samples t-test from Table 11 shows that there is significant difference 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. This is because of the fact that the calculated t-value of 4.268 is found to be higher than the critical value t-value of 1.96 and the p value of .001 is lower than 0.05 alpha level of significance. In addition, their mean opinion scores are (M=72.3537, SD=11.79993) and (M=66.1818, SD=12.52374) for FCE and COE students respectively. Therefore, the null hypothesis which states that there is no significant difference 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 is hereby rejected.

4.5 Summary of Major Findings

In the light of the above, the study discovers the following:

1. 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;
2. There is no significant difference in the mean opinion scores NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state;

3. There is significant difference 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.

4.6 Discussion on Findings

Presented below is the summary of major findings. Attempt is made to support the study with similar findings that either corroborate or contradict the current findings made by the study.

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 addition, the findings of the study reveals that no significant difference existed in the mean opinion scores NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state. Moreover, the study found out that significant differences existed 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 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 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 differs 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 difference 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 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. The NCE II and NCE III respondents agreed that Social Studies education develop in the students a high propensity to take moderate risks and flexibility. The findings of Muhammed and Salihu (2015) bring to the limelight those entrepreneurial qualities promoted by Social Studies education as agreed by NCE students which the current study upheld.

Moreover, the findings of a study by Shu'aibu, Peter and Ubah (2015) on the place of entrepreneurship education in Social Studies and how it enhances sustainable development concur with the findings of the current study. From the findings of the study, it was found that there is significant relationship between Social Studies education and entrepreneurship education, significant relationship was equally found between entrepreneurship and

sustainable development. This therefore means that Social Studies education is a potent discipline in enthroneing sustainable development in the society. This agreed with the views of NCE students in Colleges of Education in Kaduna state where they affirmed the place of Social Studies education in promoting entrepreneurship skills and self-reliance among its adherents.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter treated summary of the research, conclusions on the basis of the findings of the research. Further, some practical recommendations were put forward based on the findings of the study. It also presents suggestions for further studies and outlines the contributions of the study to knowledge advancement.

5.2 Summary

The study is titled ‘Promoting Entrepreneurship Skills and Self-Reliance through Social Studies Education among Students of Colleges of Education in Kaduna State, Nigeria. The study was guided by three objectives, three research questions and three null hypotheses. The study used male and female students of NCEII and NCEIII from FCEZ and KSCOE Gidanwaya Kafanchan, Kaduna state.

The study used structural, functionalist and need for achievement theories to serve as a plank and a backing to the study. Furthermore, related empirical studies were reviewed citing similarities and identifying differences with the current study. The review further identifies some of the gaps between the current study and those reviewed which the current study seeks to fill.

Furthermore, the chapter three contains research methodology and survey research design was used. The study used purposive sampling technique to pick sample from the students in the study area. The study also used a questionnaire titled “Social Studies Questionnaire on

Promoting Entrepreneurship Skills and Self-reliance” (SOSQPRESS) as data collection instrument. The instrument was validated by supervisors and statisticians for content and face values. The study pilot tested the instrument and it was certified as statistically fit for the main work.

The study used independent sample t-test statistics to test the study’s null hypotheses and the mean, standard deviation to answer the research questions raised by the study. In the chapter four, after data analysis, the study discovered the following major findings:

1. 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;
2. There is no significant difference in the mean opinion scores NCE II and NCE III students on their views in promoting entrepreneurship skills and self-reliance through Social Studies education in Kaduna state;
3. There is significant difference 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.

5.3 Conclusions

Based on the findings of this study, it is concluded that Social Studies Education as a school subject which primarily focuses on inculcating relevant knowledge, attitudes and values as well as functional skills which serves as a veritable instrument for enhancing self-reliance and entrepreneurship among NCE students in the state. It further justifies the need to strengthen

entrepreneurship education through Social Studies education in order to create and maintain an entrepreneurial culture, attitude and drive within the youth for national development.

5.4 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.
2. Adequate Instructional resources should be provided by the government in order to enhance entrepreneurship skills and self-reliance acquisition among students.
3. 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.

5.5 Contributions to Knowledge

The study has the following contribution to knowledge and literary presentations:

1. The study brought to the limelight the indispensability of Social Studies education in the Nigerian school curriculum as a veritable instrument which exposes learners to the problems of the society and equips them with necessary skills needed for human survival.
2. It also brought to the fore that Social Studies Education serves not only as a means of acquiring paid jobs but rather it is also used for acquisition of entrepreneurship

skills, values, attitudes and competencies which help learners to become job-creators as well as providing means of livelihood for other members of the society.

3. It brought to the limelight a new entrepreneurship skills and self-reliance model which established direct nexus between entrepreneurship education and Social Studies as a means of enhancing the spirit of self-reliance among our teaming youth to make them employers of labour for socio-economic development of the nation.

5.6 Suggestions for Further Studies

- It is hereby suggested that similar studies should be carried out in other states of the federation on students' perception on promoting entrepreneurship skills and self-reliance through Social Studies education in colleges of education.
- The study should be extended to the undergraduate Social Studies students on their perception on promoting entrepreneurship skills and self-reliance through Social Studies education.

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APPENDIX A
SOCIAL STUDIES QUESTIONNAIRE ON PROMOTING ENTREPRENEURSHIP
SKILLS AND SELF-RELIANCE (SOSQPSS)

Department of Arts and Social Science
Education,
Social Studies Section,
Faculty of Education
Ahmadu Bello University, Zaria.

Date

Dear Respondent,

I am a Postgraduate student of the above named institution conducting a research on the Topic Titled: **Promoting Entrepreneurship Skills and Self-reliance through Social Studies Education among Students of Colleges of Education in Kaduna State, Nigeria** as part of the requirement for the award of Masters Degree in Social Studies Education.

You are kindly requested to complete the questionnaire as honestly as you can. The information collected will be used only for scholarly purpose and be treated confidentially.

Thanks for your anticipated cooperation.

Thank you

Signed

Abubakar ISA

SECTION A: Bio – data

Ownership of Institution: Federal () State ()

Level: NCE II () NCE III ()

Gender: Male () Female ()

SECTION B:

Instruction: Read the following statement and choose from the following options and kindly fill this questionnaire by ticks (√) for the information that support your opinion in the statement.

SA- Strongly Agreed

A- Agreed

D- Disagree

SD- Strongly Disagree

Section B: Role of Social Studies Education on Promoting Entrepreneurship Skills

S/N	ITEMS	SA	A	D	SD
1.	Entrepreneurship skills acquired through Social Studies stimulate self-employment intention.				
2.	Social Studies education enhances learner’s ability of critical and creative thinking.				
3.	Social Studies education develops in the students a high level of autonomy.				
4.	Social Studies education promote intuitive decision making.				
5.	Social Studies education inculcates in the students perseverance and persistence to accomplish their set target.				
6.	Social Studies education promotes hardworking and disposition among students.				
7.	Social Studies education promote self-awareness and self-confidence among students.				
8.	Social Studies develop leadership skills of managing business enterprise.				
9.	Entrepreneurship skills acquired provides the learners with adequate skills of selling and negotiation of business.				
10.	Social Studies Education develop in the students a high propensity to take moderate risks and flexibility.				
11.	Entrepreneurship skills acquired does not stimulate self-employment intention.				

12.	Social Studies education does not enhances students ability of critical and creative thinking.				
13.	Social Studies education does not develops in the students a high level of autonomy.				
14.	Social Studies education does not promote intuitive decision making.				
15.	Social Studies education does not inculcates in the students perseverance and persistence to accomplish their set target.				
16.	Social Studies education does not promotes hardworking disposition among students.				
17.	Social Studies education does not promote self-awareness and self-confidence among students.				
18.	Social Studies does not develop leadership skills of managing business enterprise.				
19.	Entrepreneurship skills acquired does not provides us with adequate skills of selling and negotiation of business.				
20.	Social Studies Education does not develop in the students a high propensity to take moderate risks and flexibility.				

Section C: Role of Social Studies Education in Promoting Self – reliance

S/N	ITEMS	SA	A	D	SD
21.	Social Studies curriculum is designed to enhance self – reliance among students.				
22.	Social Studies Education helps learners to solve practical problems as it relates to self – reliance.				
23.	All the topics in Social Studies Education are tailored to promote self – reliance among students.				
24.	Social Studies Education helps in producing effective citizens through enhancing self – reliance.				
25.	Adequate motivation from government facilitates in cultivating self – reliance attitude on students.				
26.	Adequate funds facilitates self – reliance attitudes among students .				
27.	Role of Social Studies impacted positively towards enhancing self – reliance among students.				
28.	Social Studies education is a panacea to graduate unemployment as it relates to self-reliance				
29.	Social Studies curriculum is not designed to enhance self – reliance among students.				
30.	Social Studies Education does not helps students to solve practical problems as it relates to self – reliance.				
31.	Few topics in Social Studies Education are tailored to promote self – reliance among students.				

32.	Social Studies Education does not helps in producing effective citizens through enhancing self – reliance.				
33.	Inadequate motivation from government facilitates in cultivating self – reliance attitude on students.				
34.	Inadequate funds facilitates self – reliance attitudes among students .				
35.	Negative perception of students make Social Studies not to enhance self-reliance attitude of students.				
36.	Social Studies education is not a panacea to graduate unemployment eventhough it relates to self-reliance				

APPENDIX C

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	36

Item Statistics

	Mean	Std. Deviation	N
Q1	4.77	.504	30
Q2	4.73	.450	30
Q3	4.87	.346	30
Q4	4.83	.379	30
Q5	4.87	.346	30
Q6	4.53	.819	30
Q7	4.60	.675	30
Q8	4.67	.479	30
Q9	4.83	.379	30
Q10	4.33	.802	30
Q1	4.73	.521	30
Q2	4.70	.596	30
Q3	4.50	.777	30
Q4	4.07	1.112	30
Q5	4.37	.809	30
Q6	4.57	.568	30
Q7	4.30	.837	30
Q8	3.90	1.185	30
Q9	4.03	1.189	30
Q10	4.23	1.073	30
Q1	3.93	1.048	30
Q2	4.17	.874	30
Q3	4.63	.490	30
Q4	4.40	.621	30

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0
Q5	4.47	.681	30

Appendix D

```
T-TEST GROUPS=sex(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=tpscores
  /CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Abubakar Isa's Coded Data.sav

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total perception scores	1 Male	203	70.4187	12.83278	.90068
	2 Female	125	70.6080	11.52899	1.03118

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total perception scores	Equal variances assumed	3.375	.067	-.135	326	.893	-.18928	1.40446	-2.95223	2.57367
	Equal variances not assumed			-.138	283.929	.890	-.18928	1.36915	-2.88425	2.50569

Appendix E

```
T-TEST GROUPS=level(1 2)
/MISSING=ANALYSIS
/VARIABLES=tpscores
/CRITERIA=CI(.95).
```

T-Test

[DataSet1] C:\Users\umar\Documents\Abubakar Isa's Coded Data.sav

Group Statistics

	level of study	N	Mean	Std. Deviation	Std. Error Mean
total perception scores	1 NCE II	128	71.6094	12.20380	1.07867
	2 NCE III	200	69.7750	12.39486	.87645

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total perception scores	Equal variances assumed	.137	.712	1.315	326	.189	1.83438	1.39462	-.90921	4.57796
	Equal variances not assumed			1.320	273.865	.188	1.83438	1.38986	-.90178	4.57053

Appendix F

```

GET
  FILE="C:\Users\umar\Documents\Abubakar Isa's Coded Data.sav".
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
SAVE OUTFILE="C:\Users\umar\Documents\Abubakar Isa's Coded Data.sav"
/COMPRESSED.
T-TEST GROUPS=status(1 2)
/MISSING=ANALYSIS
/VARIABLES=tpscores
/CRITERIA=CI(.95).
  
```

T-Test

[DataSet1] C:\Users\umar\Documents\Abubakar Isa's Coded Data.sav

Group Statistics

	college status	N	Mean	Std. Deviation	Std. Error Mean
total perception scores	1 Federal	229	72.3537	11.79993	.77976
	2 State	99	66.1818	12.52374	1.25868

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total perception scores	Equal variances assumed	.297	.586	4.268	326	.000	6.17189	1.44605	3.32714	9.01665
	Equal variances not assumed			4.168	176.484	.000	6.17189	1.48065	3.24984	9.09394