

EFFICACY OF SOCIAL STUDIES IN DEVELOPING ENTREPRENEURIAL SKILLS AMONG PRE-SERVICE TEACHERS IN KADUNA STATE, NIGERIA

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Abstract

This study examined the Efficacy of Social Studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria. The study used NCEII and NCEIII students of social studies in Federal College of Education, Zaria and Kaduna State College of Education, Gidan Waya-Kafanchan. The study purposively sampled 280 students from the two Colleges of Education. The frequency counts, mean and standard deviation were used to answer the questions raised by the study while t-test independent sample was used in testing the null hypotheses postulated by the study. The study discovered that 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 a 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 own effort. The NCEII and NCEIII respondents agreed that Social studies education develop in the students a high propensity to take moderate risks and flexibility. In the light of the above findings, 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. This will assist in addressing the issues of diverse opinions in relation to gender.

Keywords: Efficacy, Social Studies, Development, Entrepreneurial Skills, Pre-service Teachers.

Introduction

Entrepreneurship is the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global market place. An entrepreneur is someone who organizes, manages, and assumes the risks of a business or enterprise. An entrepreneur is an agent of change. Entrepreneurship is the process of discovering new ways of combining resources. According to Ubah (2011), entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity and operating and maintains that business. In addition, Ubah (2011) stressed that entrepreneurship is creating new enterprises to meet new challenges and opportunities presented in the situation.

On the other hand Entrepreneurship education is education about business and education for business (Salihu, 2014). According to Ubah (2011) entrepreneurship education is a form of education which makes humans to be responsive to their personal, families and national needs and aspiration. Buttressing the above points of view, Muhammad (2012) sees entrepreneurship education as the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Entrepreneurship education and training can make a positive contribution to job creation and therefore, to poverty alleviation - encouraging entrepreneurial spirit is a key to creating jobs and improving competitiveness and economic growth throughout market economies. Curriculum development, together with entrepreneurship education, will improve the quality of teaching entrepreneurship at all levels.

Social studies is defined as the study of man in his entirety. According to Ololobou (2004) social studies is seen as: "An organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills, and desirable attitudes and actions for the purposes of producing an effective citizenry". Similarly, Omooba, Obi and Olabode (2008) indicated that "social studies is that aspect of learning which deals with how to get along with one's environment, physical as well as human, and to develop those skills, knowledge, attitudes and values that characterize a responsible citizens in a free society". Going by the above definitions, it is apparent that social studies education is a discipline or subject that focuses on solving the problems of man in the society. Social studies education equips man with necessary skills for survival especially in his interaction with his socio-economic environment to make him fit and functional in the ever-changing world.

The overall aim of social studies education in Nigeria is to produce effective citizenry who are useful to themselves, their family, community and the nation at large. The general objectives of social studies education as outlined by Ololobou (2010) are as follows: the development of an understanding of the environment in the learners; the development of useful skills and abilities which will enable learners to deal with and manage the forces of the world around them; inculcate in learners the desire for harmonious living through an understanding of the social and cultural diversities in the society.

According to Salihu (2014) the development of essential skills and qualities for entrepreneurship and to a greater extent self-reliance development is at the heart of social studies education. Social Studies Education touches on all aspects of societal development; be it political, economic, social, cultural, technological or educational. This may be the reason why it is being referred to as a way of life. By its interdisciplinary character, Social Studies Education develop in the minds of students the basic knowledge and ways of thinking that prepare them to participate in civic and community life as active and informed citizens.

One of the main ways social studies can impart some relevant qualities useful in promoting entrepreneurship is through the creation of well-informed or knowledgeable citizens. The type of knowledge offered by social studies is distinct from that provided by other subject areas in that it focuses, in an integrated manner, especially on knowledge of social and economic issues and of events taking place in the society. By drawing strategically from the social sciences and the humanities, social studies is able to impart to the student knowledge

which is relevant to his or her socio-economic context (entrepreneurship inclusive) and, at the same time, use the dynamic of change implicit in the construction of knowledge to bring meaningful analyses to social and economic issues Howe and Marshall (1999) cited in Salihu (2014). There are certain vital qualities and skill promoted by social studies education which either directly or indirectly assists in developing effective entrepreneurship intention and attitude.

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 growth of the society. This can be seen from the citizens' behavioral dispositions and socio-economic skills which may include honesty, dedication, persistence and perseverance, hardworking, forthrightness, hard work, productivity, entrepreneurship and self-reliance among others. This study examined the Efficacy of Social Studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria.

Objectives of the Study

The main objective of this study was to determine the Efficacy of Social Studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria. The study was guided by the following specific objectives:

- i. To determine whether gender influences the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria;
- ii. To examine whether study level influences the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria.

Research Questions

The study answered the following questions:

- i. Does gender influences the opinion of students on the efficacy of social in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria?
- ii. Does study level influences the opinion of NCE students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria?

Null Hypotheses

The following null hypotheses were tested in the study:

- H₀₁:** Gender has no influence on the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria;
- H₀₂:** study level has no influence on the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria;

Method

The descriptive survey research design was adopted for this study. The descriptive survey research design was used for the study. According to Obeka (2011) survey research is

interested in some characteristics of the population or universe and uses a carefully selected sample from the population for intensive study of the characteristics of the population. The study employed purposive sampling technique in choosing respondents for the study and Research Advisor's (2006) sample size table was used in determining the sample size to be utilised in the study.

The four point modified Likert scale questionnaire title "Social Studies Questionnaire on Entrepreneurship Qualities" (SOSSEQ) was used as instrument for collecting data in the study.

The study used inferential statistical techniques in the analysis of the data. The Mean and standard deviation were used to answer the research questions. Moreover, t-test statistic was used to test the null hypotheses at 0.05 alpha.

Results

Answering Research Questions

Research Question One: Does gender influences the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria?

Table1: Gender variations on efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria

S/NO	ITEMS	Gender	Response categories				Mean	Std.dev
			S A	A A	D A	S D		
1	social studies education promotes in the students a high achievement orientation	Male	52	28	14	8	3.2157	.9608
		Female	73	64	24	17	3.0843	.9619
2	social studies education develop in the students a high level of autonomy	Male	66	55	32	25	2.9101	1.0535
		Female	41	39	14	8	3.1078	.9217
3	social studies education develops in the students intuitive decision making	Male	53	22	94	9	2.6685	.9600
		Female	52	28	14	8	3.3157	.9608
4	Social studies education develop in the students a high propensity to take moderate risks and flexibility	Male	66	55	32	25	2.9101	1.0538
		Female	41	39	14	8	3.1078	.9217
5	Social studies education encourage students to set challenging goals and strive after these goals through own effort	Male	51	26	27	74	2.3034	1.2747
		Female	4	36	35	27	2.1667	.8684

6	Social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed	Male	88	50	24	16	3.1791	.9807
		Female	52	28	14	8	3.2157	.9608
7	Social studies education give students the motivation to begin work independently	Male	60	16	33	69	2.3764	1.3014
		Female	25	10	62	5	2.5392	.9192
8	Social studies education inculcates in the students a high level of empathy	Male	82	54	25	17	3.1212	.9855
		Female	40	30	19	13	2.9510	1.0471
9	Social studies education promotes a hard working disposition among its students	Male	70	57	24	27	2.9551	1.0673
		Female	32	10	14	46	2.2745	1.3212
10	social studies education promotes in the students self-confidence and self-awareness	Male	82	54	25	17	3.1212	.9855
		Female	40	30	19	13	2.9510	1.0471
11	Social studies education emphasizes on creative problem solving	Male	82	54	25	17	3.1292	.9858
		Female	40	30	19	13	2.9510	1.0471

Decision mean: 2.50

Detail from Table 1 above reveals the opinions of NCE students on the efficacy of social studies education in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria relative to their gender. The male and female respondents agreed that social studies education promotes in the students a high achievement orientation with mean responses of 3.2157 and 3.0843 for male and female respondents respectively. Similarly, both male and female respondents agreed that Social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed which attracted the mean responses of 3.1791 and 3.2157 for male and female students respectively. Additionally, the respondents affirmed that Social studies education emphasizes on creative problem solving which attracted the mean response of 3.1292 and 2.9510 for male and female students respectively. In a related development, items 2, 3, 4 & 8 in the table 1.3 above were also favoured by the respondents as their individual mean responses exceeded 2.50 which was the settled decision mean adopted for this study.

Nevertheless, the respondents have diverse opinions on some item statements as can be seen in the Table 1 above. The respondents could not share the same opinion on item 7 which states that Social studies education gives students the motivation to begin work independently which has the mean response of 2.3764 and 2.5392 for male and female respondents respectively. By implication, the female students used in the study agreed that social studies education gives students the motivation to begin work independently while the male students rejected the statement as their mean response fall below the decision mean of 2.50. In the same vein, the female students rejected a statement (item 9) which was favoured by their male counterparts.

The respondents unanimously rejected item 5 which states that Social studies education encourage students to set challenging goals and strive after these goals through own effort

which has 2.3034 and 2.1667 for male and female respondents respectively. To answer research question one based on the analysis presented in Table1, it can be concluded that “gender does significantly influences the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria.

Research Question Two: Does study level influence the opinion of NCE students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria?

Table2: level variations on efficacy of social studies in developing entrepreneurial qualities among NCE students

S/N O	ITEMS	LEVEL	Response categories				Mean	SDev
			SA	A	D	SD		
1	social studies education promotes in the students a high achievement orientation	NCE II	50	16	112	8	2.5806	.9337
		NCE III	52	18	105	9	2.6141	.9512
2	social studies education develop in the students a high level of autonomy	NCE II	73	60	31	22	2.9892	1.0186
		NCE III	63	59	36	26	2.8641	1.0443
3	social studies education develops in the students intuitive decision making	NCE II	53	16	79	43	2.4247	1.1329
		NCE III	52	18	86	28	2.5109	1.0609
4	Social studies education develop in the students a high propensity to take moderate risks and flexibility	NCE II	83	57	27	19	3.0968	.9979
		NCE III	71	56	34	23	2.9511	1.0363
5	Social studies education encourage students to set challenging goals and strive after these goals through own effort	NCE II	66	42	26	52	2.6559	1.2258
		NCE III	61	28	25	70	2.4348	1.2956
6	Social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed	NCE II	55	60	42	29	2.7581	1.0452
		NCE III	72	54	33	25	2.9402	1.0567
7	Social studies education give students the motivation to begin work independently	NCE II	63	45	64	14	2.8441	.9822
		NCE III	71	55	44	14	2.9946	.9666
8	Social studies education inculcates in the students a high level of empathy	NCE II	38	61	50	37	2.5376	1.0299
		NCE III	21	69	50	44	2.3641	.9711
9	Social studies education promotes a hard working disposition among its students	NCE II	53	38	37	58	2.4624	1.2041
		NCE III	51	40	47	46	2.5217	1.1449
10	social studies education promotes in the students self-confidence and self-awareness	NCE II	71	31	73	11	2.8710	.9997
		NCE III	61	27	86	10	2.7554	.9806
11	Social studies education emphasizes on creative problem solving	NCE II	73	67	27	19	3.0430	.9744
		NCE III	66	58	35	25	2.8967	1.0429

Decision mean: 2.50

Detail from Table 2 above reveals the opinions of NCE students on the efficacy of social studies education in developing entrepreneurial qualities among NCE students relative to their study level. The NCEII and NCEIII respondents agreed that Social studies education develop in the students a high propensity to take moderate risks and flexibility with mean responses of 3.0968 and 2.9511 for NCEII and NCEIII respondents respectively. The respondents also agreed that social studies education emphasizes on creative problem solving which attracted the mean response of 3.0430 and 2.8967 for NCEII and NCEIII students respectively. In the same vein, items 1, 2, 6, 7 & 10 in the table 1.4 above were also favoured by the respondents as their individual mean responses exceeded 2.50 which was the settled decision mean adopted for this study.

Moreover, the respondents have diverse opinions on some item statements as can be seen in the table 1.4 above. The respondents could not share the same opinion on items 5, 8 & 9. Item 9 states that Social studies education encourage students to set challenging goals and strive after these goals through own effort which attracted mean responses of 2.6559 and 2.4348 for NCEII and NCEIII students respectively. By implication, NCE II students have favoured the item which was rejected by NCE III students. On the contrary NCE III favoured item 8 which states that social studies education inculcates in the students a high level of empathy which was rejected by NCEII as can be seen in table 1.4 above. The same scenario that occurs to item 8 reoccurred in item 9.

Test of Null Hypotheses

H₀₁: Gender has no influence on the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria;

Table 3: Independent t-test sample statistics on the mean opinion of male and female students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria

Variable	Gender	N	Mean	std.dev	Df	t-cal	t-crit	Sig (p)	Decision
opinion of male and female students on the efficacy of social studies in developing entrepreneurial qualities among NCE students	Male	178	83.2022	8.2512	278	0.957	1.96	0.339	RETAINED
	Female	102	84.1863	8.3342					

Calculated $p > 0.05$, calculated $t < 1.96$ at DF 278

Results of the above independent t-test statistics showed that there was no significant difference between the opinion of male and female students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria. This was due to the fact that the calculated significance (P) value of 0.339 is higher than the 0.05 alpha level of significance while the calculated t value of 0.957 is lower than the 1.96 critical t value at Df 278. However, their calculated mean opinions were 83.2022 and 84.1863 by male and female students respectively. Therefore, the null hypothesis which states that gender has no influence on the opinion of students on the efficacy of social studies in Developing

Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria is hereby retained.

H₀₂: Study level has no influence on the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria;

Table 4: Independent t-test sample statistics on the mean opinion of NCEII and NCEIII students on the efficacy of social studies in developing entrepreneurial qualities among NCE students

Variable	Level	N	Mean	std.dev	Df	t-cal	t –crit	Sig (p)	Decision
opinion of NCEII and NCEIII students on the efficacy of social studies in developing entrepreneurial qualities among NCE students	NCEII	164	78.6500	11.3378	278	7.694	1.96	0.000	REJECTED
	NCEIII	116	88.5000	10.0455					

Calculated $p < 0.05$, calculated $t > 1.96$ at Df 278

According to the results of the above independent t-test statistics, significant differences exist between the opinion of NCEII and NCEIII students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria. This was due to the fact that the calculated significance (P) value of 0.000 is lower than the 0.05 alpha level of significance while the calculated t value of 7.694 is higher than the 1.96 critical t value at Df 278. In addition, their calculated mean opinions were 78.6500 and 88.5000 for NCEII and NCEIII students respectively. Therefore, the null hypothesis which states that study level has no influence on the opinion of students on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria, is hereby rejected.

This outcome revealed that the NCEIII students had significantly higher mean opinion regarding the on the efficacy of social studies in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria. This could be explained from the fact that the NCEIII students are expected to have more knowledge of social studies than NCEII students because of the courses they covered coupled with learning experiences.

Major Findings

The study discovered the following:

- i. The male and female respondents agreed that social studies education promotes in the students a high achievement orientation;
- ii. Both male and female respondents agreed that Social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed;

- iii. However, regardless of their gender and study level the students agreed that Social studies education emphasizes on creative problem solving;
- iv. 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 own effort;
- v. The NCEII and NCEIII respondents agreed that Social studies education develop in the students a high propensity to take moderate risks and flexibility.

Discussions

The study revealed that social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed. Taking the above line of thought, Mezieobi, Fubara and Mezieobi (2008) opined that effective learning of social studies focus on learning the virtues of co-operation, perseverance or endurance, self-control or self-discipline, truthfulness, loyalty, patience, obedience, courage, bravery, kindness, dedication to duty, hard-work or diligence, tolerance, love for others mutual harmony and co-existence, and the recognition and pursuance of one's rights. Buttressing the above findings, Babando (1986) states that social studies education focuses on problems and issues of man, groups etc. in the physical and social environment, and help to inculcate desirable social habit, attitudes and values and pre-requisite intellectual skills in solving them.

The study also revealed that social studies education emphasizes on creative problem solving. Supporting the above findings, Aina's (1981) points out that among the aims of social studies education is the development useful skills (manipulative, human relations, etc) and abilities which enable learners to deal with and manage the forces of the world around them. According to Salihu (2014) the development of essential skills and qualities for entrepreneurship and to a greater extent self-reliance development is at the heart of social studies education. Social Studies Education touches on all aspects of societal development; be it political, economic, social, cultural, technological or educational. This may be the reason why it is being referred to as a way of life. By its interdisciplinary character, Social Studies Education develop in the minds of students the basic knowledge and ways of thinking that prepare them to participate in civic and community life as active and informed citizens. Similarly, Mezieobi, Fubara and Mezieobi (2008) identified; reflective thinking goal development of critical thinking, enlightened patriotism among the goals of social studies education programme.

In addition, the study discovered that social studies education inculcates in the students the perseverance and persistence to stick to a task until it is completed. In this regard, Adeyemi (1996) opined that social studies education is a course that realizes that man is confronted with problems in all his life experiences and trains people how to find solutions to their problems without giving up.

This view is buttressed further by Okonkwo (2004). He opined that social studies education exposes learners to the problems in the society and equip them with necessary skills needed for their survival. In a related development, Aibangbe (2004) asserts that social studies education raises a generation of individuals, who can think critically for themselves, respect the views and feelings of others and appreciate all those values specified under the nation's broad national objectives.

Conclusion

Based on the above findings, the study concludes that social studies education to greater extent has efficacy in Developing Entrepreneurial Skills among Pre-Service Teachers in Kaduna State, Nigeria.

Recommendations

The study recommended as follows:

1. 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;
2. There is the need for gender balancing in the teaching and learning of social studies. This will assist in addressing the issues of diverse opinions in relation to gender.

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