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## Entrepreneurship Education: An Imperative in Social Studies Education Curriculum for Self-Reliant and National Security in Nigeria

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### Abstract

*The paper examined the imperative need to include entrepreneurship education in social studies curriculum. The present curriculum has been disparaged for being too theoretical and devoid of practical skills requires to meet the demand of modern economy. Consequently, there is increasing level of unemployment and insecurity in the country. Entrepreneurship education promotes psychomotor skills that enable graduates to be self-employed and self-reliant. Through entrepreneurship education, the social studies students will acquire knowledge, skills and attitude of an entrepreneur whose role has catapulted many developed world to the high level of economic were they are today. The paper therefore strongly advocated for inclusion of entrepreneurship education as a compulsory course in social studies education. It also recommended among others, that social studies students should be exposed to small scale enterprises through workshop or industrial training (IT) to enable them acquire practical skills for self employed jobs.*

Insecurity has been one of the major challenges of the Nigerian society. The country is experiencing security challenge now. Almost everybody including those who are in control of the helm of affairs of governance live in fear of the unknown. Consequently, huge amount of money is always allocated to security by government parasitatal, agencies and private organizations for the purpose of preventing or curbing insecurity. A cursory look on the Nigerian daily Newspapers will convince you of the level of insecurity in the country. Youth restiveness, kidnapping, assassination, armed robbery, extra-judicial killing, terrorism, bombing among others are order of the

day. This assertion is confirmed with the statement of Muhammed (2007) when he rightly asserted that youth violence has reached unprecedented proportions in contemporary discourse on Nigeria's emerging democracy. Ezeoba in Mordi (2013) rightly stated that Nigerians speak of declining safety as an element of increasing

insecurity in Nigeria. He stated that people live in fear of various types of terrorists, armed robbers, killers, bombers, arsonist and kidnapers. This phenomenon according to Ubah (2012) is as a result of high level of graduates unemployment in Nigeria. He asserted that youth restiveness, gansterism, militancy, cultism, armed robbery and other forms of anti-social activities are all factors associated with unemployment. Osakwe (2011) attributed the high level of unemployment in the country to lack of entrepreneurship skills in our educational system. Okebukola (2012) reaffirmed this statement when he reportedly said that most graduates go into kidnapping business probably because they lack entrepreneurial skills to set up legitimate business. This means that the Nigerian educational programmes emphasizes theory and are more of certificate oriented than practical or skills acquisition. This is in line with the observation of Williams in Oftiasia, Nwalado & Dede (2013). He observed that the training programmes in Nigeria at both secondary and tertiary levels have concentrated more on teaching knowledge and skills in principle devoid of practical experience in various fields of studies.

Consequently, many products of the programmes lack the required skills that are necessary for self-employed jobs to meet their basic needs and economic growth. Maisamari in Danledi (2013) disparaged this current ugly situation where many literate people in Nigeria, today are unemployed because they lack necessary career skills to earn a living, in situation where the white cola job cannot be found. Osakwe (2011) has also criticized the practice of relying on the government to provide white collar job for graduates. She stressed that the present global economic crisis demands that only individual with entrepreneurship skills and competence can be distinguished. In other words, it is only those with entrepreneurial skills and competence that can contribute meaningfully to the growth of the economy.

Udiagbe & Umunna in Ubah (2012) reported that due to the dwindling economic situation in Nigeria and the resultant massive unemployment of both youths and adults in Nigeria, the federal government has emphasized the need for every Nigerian citizen to strive for self-reliance through self-employment. It also directed all institution of higher learning to introduce the study of entrepreneurship as a compulsory course for all students, irrespective of their disciplined. This perhaps is one of the reasons why Danladi (2013) has advocated for a social studies programme that should provide entrepreneurship skills for citizen to achieve self-actualization. He emphasized that education should serve as an instrument that move man to the next level of the ladder of growth and development. In the light of this call, this paper is focus on the need to include entrepreneurship education in social studies teachers' education curriculum.

### **The Concept of Entrepreneurship Education**

Azubuikwe (2010) conceptualized entrepreneurship education as a type of education that deals with acquisition of skills and ideas which transforms an individual into being self-reliant through self employment. It prepares people especially youths to be responsible, enterprising individuals who become entrepreneur or entrepreneurial thinkers and who contribute meaningfully to economic development and sustainable national security. Osakwe (2011) described entrepreneurship education as the development of personal skills and qualities that enable the individual gain knowledge and understanding of the way in which the economy works and react to market forces. This according to her involves ways and methods in the development of creativity, problem-solving, taking calculated risks, time management, Communication skill, leadership skills among others which can lead to improved employment prospect. In the view of Ubah (2012) the term entrepreneurship education means a formal training to acquire knowledge, skill and attitudes which can direct human and material resources towards business objectives for self-reliance. It is aimed at helping the students acquire necessary skills which can help them become self-reliant citizens and problem solvers in their environments.

Entrepreneurship education therefore, may be defined as the type of education that equips the students with entrepreneurial skills, abilities and competences as well as the means of surviving in the face of unemployment. It focuses on the starting of new business venture and tends to draw the interest of students who want the opportunity to operate on their own businesses, make wealth and live a successful life.

### **Objectives of Entrepreneurship Education**

Ojeifo (2012) quoting Paul (2005) has stated the following as objectives of entrepreneurship education:

- (i) To offer functional education for youths that will enable them to be self-employed and self-reliant.
- (ii) Provide the youth graduates with adequate training that will enable them be creative and innovative in identifying novel business opportunities.
- (iii) To serve as a catalyst for economic growth and development.
- (iv) Offer tertiary institution graduates training in risk management, to make certain bearing feasible.
- (v) To reduce rule of poverty
- (vi) Create employment generation
- (vii) Reduction in rural-urban migration.
- (viii) Provide the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.

- (ix) To inculcate the spirit of perseverance in the youths and adult which will enable them to persist in any business venture they embark up on.
- (x) Create smooth transition from traditional to a modern industrial economy p.79,

Ubah (2012) has also highlighted the following as the objectives of entrepreneurship education.

- (i) Enhancement of economic growth for the individual and the nation,
- (ii) Poverty alleviation
- (iii) The solving of the problem of youth restiveness, cultism, armed robbery, vandalization of oil pipelines among others.
- (iv) Reducing the issue of kidnapping and of life and property
- (v) Minimizing human trafficking and prostitution
- (vi) The reduction of level of unemployment and
- (vii) The increase of income per capital p. 39

In addition to the above objectives entrepreneurship education helps to ensure national peace and security. It is aimed at producing graduates who will be self-employed and be able to generate employment for others. It aims at deemphasizing white collar jobs.

### **The Concept of Social Studies Education**

Akinlaye (2003) conceptualized social studies as a process of education which emphasizes the relationship human-beings have with their physical, social, economic, cultural, religious, scientific and technological environments. Osakwe & Itedjere (2005) defined social studies as the study of the interactions between man and his physical and social environments, the problems and issues posed by these interactions and the way by which man seeks solution and clarify them. The focus is on man. The National Teachers' Institute (NTI) (2007) described the subject from human existence perspective. It conceptualized the subject as how man can fit into the society by utilizing the necessary attitudes, values and skills to make a living. In other words, social studies is the study of how man exists in his environments. Social studies deal with everything or wherever man is engaged in his efforts to survive in the environment. The study covers where he lives, his activities in the past and present, his culture among others. Mezieobi (2010) defined social studies as a formalized, correlated or integrated study of man and his environments, which imbues the learner with the cognition skills, values, attitudes, abilities and competencies that will enable him become an informed, rational, analytical, participative and functional citizen in his environment and beyond.

**The above definitions imply that social studies education is a process of education which studies everything that concern human life for the purpose of**

*Entrepreneurship Education: An Imperative in Social Studies Education Curriculum for Self-Reliant and National Security in Nigeria*

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equipping him with the necessary skills to cope with his ever changing environments and this makes the curriculum to be flexible. The subject draws its inspirations and contents from the social sciences and the humanities. It can **accommodate new ideas**.

**Aims and Objectives of Social Studies Curriculum in Nigeria**

The overall philosophy of Nigeria according to the National Policy on Education (2004) is to:

- (a) Live in unity and harmony as one indivisible, in dissolvable, democratic and sovereign nation founded on the principles of freedom, equality and justice and
- (b) Promote inter-African solidarity and world peace through understanding

Based on the above philosophy, five national goals were stipulated and these include:

- (i) A free and democratic society;
- (ii) A just and egalitarian society;
- (iii) A united strong and self-reliant nation;
- (iv) A great and dynamic economic and
- (v) A land full of bright opportunities for all citizens

The philosophy is based on the integration of the individual into a sound and effective citizen and equal educational opportunities for all citizens of the nation at primary, secondary and tertiary level both inside and the formal school system. Danladi & Mustafa (2011) highlighted the following as the national objectives from which social studies objectives are drawn:

- (i) A social shift from the inherited colonial education and focus on how education can help the country meet the needs and aspirations of the people;
- (ii) To promote science and technology (metaphysical) as a tool for changing the society;
- (iii) To promote good citizenship and steady democracy;
- (iv) To promote a self-reliant economy;
- (v) To promote equal opportunities for all citizens;
- (vi) The need to use education for national integration, social and economic development;
- (vi) The need to make the individual responsive to the society in which he/she lives;
- (vii) To inculcate national consciousness and national unity;
- (ix) To inculcate the right type of values and attitudes for the survival of the individual and Nigerian society;
- (x) The training of the mind in the understanding of the world around (p9).

### **Objectives of Social Studies**

Ezegbe in Okonkwo (2012) enumerated the following as the general objectives of social studies which are derived from the National goals, as follows:

- i. To give man adequate information and knowledge about society and the worldwide;
- ii. For man to know what the society expects of its members so that he/she will be able to judge his/her action as well as those of others;
- iii. To familiarize man with the norms of his society, and thus socialize him in accordance with such norms. This will enable him to improve and perpetuate his society;
- iv. To help man become a good citizen and develop the necessary values and attitudes in a democracy.
- v. To expose man to the problems of society and lead him to develop appropriate functional approaches to the solutions of such problems.
- vi. To enable man develop psychomotor skills involving locomotion and non-locomotion skills, manipulative and creative skills, perceptual and physical abilities,
- vii. To help man develop valuable and socially acceptable concepts, ideas and philosophy of life etc (pi 84)

### **Need for Entrepreneurship Education in Social Studies**

Social studies objectives cannot all be realized with theoretical based curriculum. According to Besmart Digbori (2009) theoretical based curriculum lack entrepreneurship skills acquisition for self-reliant. There is therefore increasing level of unemployment in the country. The teaching of entrepreneurship education will help to balanced theoretical training with entrepreneurship skills acquisition for self-reliant. Through the teaching of entrepreneurship education social studies students will acquire practical skills that will enable them set up small scale business and contribute meaningfully to the society in which they live. It should be expedient to note that one of the basic objectives of entrepreneurship education is to develop students' conceptual thinking and manipulative skills. This is exactly what social studies curriculum objective intends to achieve. One of the fundamental objectives of social studies education as stated by Ezegbe in Okonkwo (2012) is to develop man psychomotor skills involving locomotion and non-locomotion skills, manipulative and creative skills. The inclusion of the entrepreneurship education will help to achieve this objective. This is because the skills acquired through entrepreneurship education are not confined to the classroom; they are more practical than theory.

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting. Social studies education therefore, should develop awareness of entrepreneurship education

*Entrepreneurship Education: An Imperative in Social Studies Education Curriculum for Self-Reliant and National Security in Nigeria*

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from an early age (primary through the tertiary), in order to equip the students with the necessary skill that will enable them to survive in their environment. The social studies curriculum content prepares the mind of the learner in the understanding of the world around them. Exposing them to entrepreneurship skills will enable them to see more opportunities. It will also help them to develop their initiative and make them to be more creative and self-confident in whatever they undertakes; and this will give them the opportunity to assume more responsibilities in job creation and act in socially responsible way. This is also congruous with social studies curriculum objectives which require social studies students to be trained as good citizens. Experiences from the daily newspapers have shown that most youth engage in crime because they are idle. According to a popular adage, the idle mind is the devil workshop. Through the acquisition of appropriate skills, students will be empowered to be self-reliant and this will help to reduce crime as most of them will be taken off the street through self-employed jobs.

It is gratifying to note that most countries of the world that have reached a level of economic development and even the fast developing ones such as Singapore, China, South Korea, Indonesia among others came to the level they are as a result of entrepreneurial class. Okebukola (2012) reasoned that entrepreneurship education is worthy of attention in Nigeria because it will boost national economic development and help her to become one of the 20 leading economic in the world by 2020. He emphasized, "No entrepreneurship education, no vision 20-2020". He also posited that entrepreneurship education need urgent attention because, it has the potential ingredients of lowering poverty and elevating living standards and the quality of life of Nigerians. Through social studies entrepreneurship education students will be empowered to set-up small business after graduation and this will boost family income and in turn living standard and quality of life will be improved. The need for introduction of entrepreneurship education into the social studies curriculum therefore, cannot be over-stressed.

### **Conclusion**

The paper examined the imperative need to include entrepreneurship education in social studies curriculum in Nigerian schools. This is because the present curriculum has been criticized for been too theoretical and is unable to meet the demand of modern economy that requires entrepreneurship skills for self-reliant through self-employment. Consequently there is increasing level of unemployment and insecurity in the country.

### **Recommendations**

1. Social studies curriculum planners should make entrepreneurship education a compulsory course at all level.
2. Student should be exposed to small scale enterprises through workshop or

- industrial training programmes (IT).
3. Social studies laboratory should be established in all schools. It should be equipped with instructional aid such as computer and other electronic devices.
  4. The government through the National Directorate of Employment should give loan to those who want to set-up their own business after graduation.
  5. The teaching of social studies should be professionalized. The teaching of the subject should be entrusted in the hands of only those with social studies background.

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*Entrepreneurship Education: An Imperative in Social Studies Education Curriculum for Self-Reliant and National Security in Nigeria*

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