
THE INFUSION OF ENTREPRENEURSHIP SKILLS INTO THE SOCIAL STUDIES CURRICULUM FOR SUSTAINABLE SECURITY IN NIGERIA: GLOBALIZATION IN FOCUS

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Abstract

The paper focused on the infusion of entrepreneurial skills into the upper basic education level schools' social studies curriculum for sustainable security in Nigeria focusing on globalization. It is connected to the need for infusing entrepreneurial skills in Nigeria with global mission for entrepreneurship education for acquisition of sustainable skills. This will ensure the potentiality of increasing the rate of youth employability for sustainable security in the society. Critical challenges affecting the processes of infusion were identified to include unclear objectives, poor capacity of social studies teachers/instructors, lack of curricular capacity to support the social studies teacher training educational programmes, insufficient involvement of stakeholders, absence of entrepreneurial culture which if created and infused in the curriculum, favours the inculcation of entrepreneurial consciousness in the social studies students. This also awakens the ingenuity and innovative tendencies in the social studies students to create jobs and become self-employed for individual and national economic growth and for sustainable security in Nigeria.

Keywords: Entrepreneurial skill, Social studies, Entrepreneurial education, Sustainable security

Introduction

Every subject has its own curriculum with some unique and dynamic inclusions of some concepts and ideas that makes it outstanding and captivating. Social studies curriculum is no exception. The inclusion of entrepreneurial skills in the social studies curriculum makes it unique and dynamic and by extension, outstanding and captivating. Every society is dynamic and no society is static. Dynamism is rather a veritable ingredient in any society or social-cultural organization. Societies are driven by change issues and emerging problems. Unemployment and its related vices is one of such ravaging economic issues that is adversely affecting the Nigerian youths. Education is intricately connected to development, advancement, enhancement, improvement and acquisition of relevant skills for adequate and proper function ability in the society (OECD, 2015).

The idea of infusing entrepreneurship into social studies education has spurred much enthusiasm in recent time and myriad of positive effects have been acknowledged ranging from economic growth, job creation, increased societal resilience, individuals' growth and advancement and improved quality in schools' engagement (Agbonla, 2016). Thus social studies curriculum in collaboration with entrepreneurial curriculum at all levels of Nigerian education will be rewarding for youths and graduates employability and sustainable security. This will enable the social studies students in particular and learners in general to receive training and possess the ability and willingness to create values for themselves and others.

According to Mezieobi et al (2023), several nations of the world, including Nigeria, have resorted to entrepreneurship – the capacity to transform ideas into income-yielding businesses – to address unemployment and related social and economic issues. In Nigeria for instance, the introduction of entrepreneurship education in schools was a reaction to the economic problems of unemployment, underemployment, and poverty. Both global and local assessments of current entrepreneurship education, however, demonstrate many substantive and pedagogical deficiencies in entrepreneurship education (Mezieobi et al, 2023). Entrepreneurship education gives skills and competencies needed for graduate employability. Intensive entrepreneurship education, regardless of career choice can create values in the learners for less independence on government for relative employment and create strong resilience, self employment based on the knowledge and skills acquired. Thus infusing entrepreneurial skill in Nigerian schools through the social studies curriculum can fuel deep social studies and entrepreneurship education learning, illustrate practical relevance of the knowledge and students that pick up strong interest and aptitude for value creation can continue with choice courses and programmes with focusing on how to organize value creation processes of self-employment for national sustainable security. This is attainable if entrepreneurial skills are infused into the social studies curriculum and content selected are rich and realistic.

Uya and Ogbonna (2019) opined that entrepreneurial curriculum content at primary and secondary levels of Nigerian education is not practical-oriented. Students are not exposed to interpersonal skills, use of initiatives and creativity. This is because of government's inconsistency in policy of needed infrastructure, motivation, support and its inability to create the enabling environment for youths' self reliance and job creation and to participate vigorously in the fight against unemployment. Unemployment is a causative factor to unsustainable security in Nigeria and therefore infusing entrepreneurial skills like creative, innovative experiences enable the recipients become job creators and not job seekers, increase chances for self sufficiency and employability, create wealth and creative thinking that will help them solve problems on their own for self and societal benefits (Amabule, Amaele & Kramer, 2011; Amaele & Dumani, 2011; Amoor, 2008).

The question of how to make social studies students more entrepreneurial is probably the most difficult in contemporary social studies curriculum that emphasizes more on cognitive domain, creating a huge gap in the psychomotor which forms the leverage for development of practical skills. Uya and Anibang (2017) maintained that the only way to make social studies students more entrepreneurial is by applying learning-by-doing approach. For this to work in practice, social studies teachers can draw on the entrepreneurship domain which contains many useful value creation tools, methods and processes (Mezieobi & Mezieobi, 2022).

The theory that underpins this paper is integrative communication theory of cross-cultural adaptation. This theory was propounded by young Ian Kim in 1988. Integrative communication theory is re-integration of the 1950's work of Race and culture (1950) and Multon Gordon's assimilation in American life (1954, 1964). It postulates that learning modules and curriculum need to be integrated for the achievement of the set objective. It stated that in designing academic curriculum, there is urgent need for flexibility and adoption of the approach that will help the communication to blend the content with the context. Adopting an approach that will enable learning and teaching methods help to achieve the main objective of ensuring the intensive entrepreneurship education at all levels of education in Nigeria will ultimately ensure the employability of youths and university graduates for enhancement and realization of sustainable security in Nigeria.

Concept of Entrepreneurship: Its Explication

It is a French word entrepreneur meaning one who undertakes risks, thinking positively on how to create or improve on existing products and services for purposeful and improving life in the society. (Uya & Ogbonna, 2019). Entrepreneurship is the act of starting a company, arranging

business deal and taking risk in order to make profit (Ogbonna, 2020; Omolayo, 2006). An entrepreneur is a person of new enterprise venture or idea and assumes significant accountability for inherent risks and outcomes. He/She combines land, labour and capital to create and market new goods or services.

Entrepreneurship is a training programme geared towards equipping learners or recipients with creative ideas that enhance self-employment and job creation. (Ohale, 2019). Entrepreneurship is a critical vehicle for introducing innovations. This is not only applicable to running a business, it goes beyond narrow perspective to include actual learning in formally and experientially creating and formulating innovative concepts through designing and developing the right attitudes and skills that are success-driven with positive emotions to researching evaluative and recording progress at work and life. Entrepreneurial competences are relevant in private life for managing household and for active transformation of knowledge into sellable values. It equips the learner with competences needed to identify personal strengths and weaknesses, manifesting proactive behaviours, being curious, creative, innovative, risk-understanding and responding supportively to change.

The Concept: Social Studies Education

There is no universally accepted definition of social studies. Wronski (1981 p.22) put this differently when he posited that "opinions about what social studies is and should be vary from country to country". In the context of the African continent, at the 19 through 30 August, 1968 Conference in Mombasa, Kenya, African countries, including Nigeria, that were in attendance in relation in social studies development under the auspices of the African Social Studies Programme (ASSP) now African Social Studies and Environmental Programme (ASSEP) were enjoined to "adapt social studies curriculum to suit her peculiar needs, problems and aspirations..." (Mezieobi and Mezieobi, 2013: p.29). It is on this note that the definition of social studies in Nigeria is pitched on Nigeria's needs, peculiarities, problems, aspirations and challenges. social studies is a discrete or rather distinct, integrative dynamic-oriented, and society-friendly professional field of study or discipline that is beamed at man's symbiotic relational influences with his fellow humans and his diverse environments – social, physical, cultural, political, economic, science, and technological as well as equip the beneficiary with critical, reflective, evaluative and analytic intellectual capacities essential for effective living, tackling environmental problems and challenges, becoming effective societal participant, becoming socio-civic competent and with habitable positive values, character, social skills, attitudes for effective life, societal improvement and longevity that will have spill-over benefits in world community.

Sustainable Security

For clearer understanding of the concept of sustainable security, it becomes apt to explicate insecurity, security and sustainability. Insecurity is a state of not knowing, a lack of control and inability to take defensive action against forces that portend harm or danger to an individual or groups and increase the chance of vulnerability. It is the state of fear and anarchy, storming from a concrete or lack of inadequate freedom from danger and also a situation where human and natural security of a state is compromised by internal or external forces or interest (Ojukwu, 2011). Peace and security exist when people live together in a certain environment devoid of violence. The old security narratives in recent times are at great variance from the present where kidnapping, human adoption, killings, arm robbery are ravaging the nation (Ezeamaka, 2018). Security is important and vital instrument for economic development and in the context of this work, it is defined as the state of tranquillity having two components, the emotional and procedural, where the former is the community and individual's feelings and need for safety. Al-Qudah (2013) is of the opinion that individuals feel safe and happy in their work place, produce and live natural life. M.O.M (2013) opined that unemployment may be a causative factor for the emerging security issues prevailing in

the society while sustainable security is the continued ability to maintain environmental tranquillity without causing environmental damages where peace prevails over insecurity for national economic growth and advancement. Sustainable security is the act or process of ensuring protection of lives and property of the people that can last and stand the test of time.

Table 1: Overview of why infusion of entrepreneurial skills in secondary school Social Studies curriculum is stated to be relevant and important for sustainable security in Nigeria

	Individual level	Organizational level	Societal level/School level	References
Commonly stated reasons for entrepreneurial education, but less effective in schools and approaches				
Job Creation	More individuals are needed that are willing and capable to create job growth.	Growing organizations create more jobs	Entrepreneurship and innovation are primary paths to growth and job creation	(Jones and Iredale, 2010; Volkmann et al, 2009)
Economic success	Entrepreneurship can give individuals economic success.	Organizational renewal is fundamental to every firm's long term success.	Renewal processes are fundamentals to the vitality of economies	(Kurayko, 2005; O'Connor, 2008; Volkmann et al. 2009)
Globalization, innovation and renewal	People need entrepreneurial skills and abilities to thrive in an ever-changing world	Entrepreneurial firms play a crucial role in changing market structures.	A deregulated and flexible market requires people with higher-level general skills.	(Henry et al, 2005; Jones and Iredale, 2010; Kuratko, 2005)
Rarely stated reasons for entrepreneurial education, but promising for schools and approaches				
Joy, engagement and creativity	Creation/value creation/ creativity is a main source of joy and pride for people.	Employee creativity and joy is essential for the performance of new and existing organizations.	Economic wealth of nations correlates with happiness of its citizens	(Amabile and Khaire, 2008; Amabile and Kramer, 2011; Goss, 2005)
Societal challenges	People can make a difference to society and marginalized people can achieve economic success.	Corporations can collaborate with small social entrepreneurship initiatives to create social value	Social entrepreneurship addresses problems in society that the market economy has failed to address.	(Kuratko, 2005; Seelos and Mair, 2005; Austin et al, 2006; Rae, 2010)

Infusing Entrepreneurial Skills in Social Studies Curriculum

Infusing entrepreneurial skills in social studies curriculum of secondary schools will expose the social studies students to acquiring tendencies to show initiatives to partner with the right entrepreneurial coach. Entrepreneurship Education is a popular policy tool to develop entrepreneurship skills and encourage a more favourable culture and attitudes towards innovation and creation of new firms (Aniniadou & Claro, 2009). School level entrepreneurship education

often involves trying to foster entrepreneurial skills through problem-solving activities and contextual learning based on interactive projects and games (OECD, 2015c). By contrast entrepreneurship education for upper secondary schools' social studies students and young adults is more typically based on providing information and developing practical knowledge and skills needed to run businesses (OECD, 2014b). Within the context of this paper entrepreneurship education is the act of teaching and training the students and young adults to acquire valuable occupational skills for self-employment for personal economic growth. This education instils in the learner, the ability to co-ordinate, make decisions, bear risks, be managers, innovators, organizers and initiators (Ogbonna, 2020; Ezedum et al, 2011; Telechier, 2019). Mezieobi et al (2023) have stated that entrepreneurship education (EE) has been viewed as a crucial tool for a country's economic growth. Every country in the world attempts to develop and strengthen its economy by considering all available options. Nations are attempting to or have already implemented the teaching and learning of EE in schools in response to the discovery of EE as a tool for economic development (Mezieobi et al, 2023).

Anyagwu (2019) identified and faulted the curriculum structure for entrepreneurial education due to lack of pre-requisite introductory course at primary and secondary schools forming a predicate to the new university entrepreneurial education. Following the antecedents, there is an urgent need to infuse, harmonize and align the social studies curriculum with the curriculum of entrepreneurial education on strong integration of its skills in both primary and secondary vocational curricula. Subjects like home economics, food and nutrition, Agriculture, Textiles and garment making, building technology and Fine Arts should be aligned with social studies to get entrepreneurship education understood by the upper basic education level schools' students. According to Ogbonna (2020), entrepreneurial curriculum borders on act of teaching and training for the sole purpose of acquiring certain valuable occupational skills with high potency for self employment, inculcating in the recipients the skills and abilities to co-ordinate, make decisions, bearing risks, managers and innovators.

Infusing entrepreneurial skills in social studies education can spring up from integrating the skills and business ventures in the areas of textiles, dress making and so on. It will pre-dispose social studies students to forming clubs and associations, exposing them to business ventures in dress and garments making, events planners and executors. Also, bakery skills should be infused and social studies students acquiring them can spur up students forming association of bakers to set-up cakes and bread small scale industries and consequently create markets for their products. Entrepreneurial agricultural skills acquired in food processing, the social studies students can further become entrepreneurs in agric-business, garri and fufu processing for sales. Infusing block moulding skills in building technology can birth entrepreneurs in block moulding through establishing small scale block moulding industries, fine arts can produce professional painters and sculptors. All these can be linked to social studies curriculum.

Problems of Infusing Entrepreneurial Skills in Secondary School Social Studies Curriculum

The functional challenges identified are summarized below:-

Unclear Social Studies and Entrepreneurship Education objectives: The lack of clear objectives and definition gives rise to dilemma in trying to understand and measure the efficiency and effectiveness of infusion in schools. Successful progress depends greatly on how countries understand and define quality and success in education and its implementation through curriculum. Due in part to lack of conclusive research evidence, sharing of experiences and effective practices can strengthen the understanding of IES in secondary schools' social studies curriculum and therefore benefit infusion during curricular development (evidence based approach).

Capacity of Social Studies teachers/instructors: An inclusive social studies curriculum is only as good as its development in the social studies classroom and thus, the social studies teachers are key

partners in social studies curriculum development and must be involved in all aspects at all levels. Social studies teacher education (pre-service and in-service) and general teachers' professional development, must be reviewed to prepare teachers for the infusion. In USA, institutions employ full time staff who are exclusive and committed to entrepreneurship education programmes (Zhun & Haixia, 2012). It is in contrast with the Nigerian situation where the majority entrepreneurship instructors are from traditional disciplines such as social studies, economics or business administration. Apart from the deficient qualifications of instructors, lack of entrepreneurship consciousness is also indicated as a challenge to the quality delivery for impact of entrepreneurial education (Amoor, 2008). Developing a common sense of purpose amongst social studies teachers requires a paradigm, shift in social studies teachers' mindset about schools and their pedagogies examining their practices to making them more tolerable flexible and responsive.

Absence of social studies curriculum capacity to support the training: The obvious lack/absence of a curricula guide to inform a pedagogical delivery in the methodology of entrepreneurship education is identified by many social studies researchers as a major drawback in system. A good social studies curriculum especially in the 21st century must be phased and integrated to ensure systematic upgrading of knowledge overtime. The concept of problem – based learning activities is not used in developing the social studies and entrepreneurship education curricula (the consortium for entrepreneurship education, 2012). The dependence on a written business plan as preparation for starting a business is a limiting educational approach. Anyaogu (2019) identified none inclusion of entrepreneurial skills in secondary schools' social studies curriculum became a challenge to existing university curricula structure due to lack of pre-requisites introductory course at the primary and secondary school levels upon the newly university entrepreneurial education was predicated. This implies, the urgent need to infuse, harmonized and align the social studies curriculum with that of entrepreneurship education on strong integration of its skills in the lower levels of education for harmony and sustained social studies students interest in the course by building on practicals and systematic introduction of themes.

Other challenges identified include:- How to get from good practice small scale/pilots to implementation on a broad scale, insufficient involvement of stakeholders particularly business community, monitoring of programmes, lack of infrastructural support, impact assessment to guide policy makers.

The Way forward:

For adequate integration of entrepreneurial skills in secondary school curriculum, the following specific solutions are proffered as milestones in infusing (ESSS) for sustainable security.

1. Develop entrepreneurial culture in young people early from primary to secondary. This may instil entrepreneurial consciousness in the social studies teachers.
2. Communicate the broader definition of entrepreneurship education (steering away from business focus and broaden perception).
3. Provide a safe environment that allows social studies students make mistakes and fail. This would challenge their competency and commitment to hard work and creativity.
4. Develop a national strategy linked to socio-environment and economic growth and integrated across wider education policies. This would serve as a platform for students to showcase their talents and ingenuity that would encourage self-reliance.
5. Urgent need for primary – universities education to re-view and align entrepreneurship education curriculum with that of social studies by linking to real world business challenges. Entrepreneurship education is best learned on ground, by connecting mistakes, successes, and strategies with real world business challenges makes entrepreneurship real for students.
6. Government direct assistant to facilitate and enable social studies students and graduates

starting, viable business venture. This is because of the risk business climate in Nigeria. Young entrepreneurs need to be facilitated and protected for self sustainability.

Conclusion

Despite its promising effects on social studies students and society, it is important to keep in mind that the field of entrepreneurial education is not conscientiously implemented. It is obviously regarded as an innovative but marginal pedagogical approach spurring much interest but also much confusion among various stakeholders. For the 21st century success in Nigeria education system entrepreneurial education that empowers social studies students with new skills and creativity to be able to harness opportunities, be self-reliant, job creator and not job seekers must be effectively and efficiently infused into secondary school curriculum. There is tremendous task remaining if one must record success in making effective and efficient entrepreneurial education available to youths at early age in their educative process. The pinned challenges of entrepreneurial education in Nigeria could be ameliorated with real commitment by all concerned, creating entrepreneurial culture into the students and other agencies. It is hoped that, given this shared responsibility, entrepreneurship will take its place and be used as a viable vehicle for Nigeria economic growth for sustainable security development. With the infusion of entrepreneurship education into the social studies curriculum, Nigerian social studies students and graduates can compete favourably with their counterparts in other parts of the world.

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