

## PERCEPTION OF SENIOR SECONDARY SCHOOL STUDENTS ON THE ROLE OF CIVIC EDUCATION IN PROMOTING ENTREPRENEURSHIP SKILLS IN EDU EDUCATION ZONE, KWARA STATE NIGERIA

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### Abstract

*The study investigated the Perception of Senior Secondary School students on Civic Education as a tool for Promoting Entrepreneurship Skills in Edu Education Zone, Kwara State Nigeria. The study was guided by three (2) objectives, research questions and corresponding hypotheses. The study adopted descriptive research design with total population of six thousand one hundred and one (6,101) students out of which 365 were selected as the sample for the study. Questionnaire titled Civic Education as Tool for Promoting Entrepreneurship Skills Questionnaire (CETPESQ) was used for data collection. Simple percentage was used to compute the bio-data of the respondent, descriptive statistics of means and standard deviations was used to answer the research questions, while the hypotheses were analyzed using t-test statistics. Thus, the study concluded that Entrepreneurship skills provide students with training and support to establish career in small and medium size business, acquisition of basic skills for productive and profitable ventures. It inculcates in students their duties and obligations to the society; and also promotes acquisition of appropriate skills and development of mental, physical and social abilities and contribute to the development of the society. It was recommended that Government should recruit more qualified Civic Education Teachers for the inculcation of civic duties of the citizens; Teachers of Citizenship Education should be sponsored to attend Workshops, Seminars and Conferences to enhance their professional competency in the implementation of Civic Education properly.*

**Keywords:** Perception, Civic Education & Entrepreneurship Skills

### Introduction

One of the objectives of any government over the world is provision of quality education to its citizens which is the bedrock for general development of any society in order to help it becomes functional and enhances awareness within and outside its environment. Although traditional education exists side by side with the western education, its value has been deemphasized. In the early days, education was a tool of Western imperialism as foreign cultures and values were taught as what constituted the social aspect of the curriculum. The discrete social sciences, particularly History, Geography and Civics were taught to produce loyal and obedient British subjects to serve the interest of the colonial masters. At the attainment of independence and afterwards, Nigeria began to take a critical look at the curriculum in schools so as to redirect focus (Ololobou, 2019).

According to African Social and Environmental Studies Programme (ASESP) (1994), the purpose and content of social studies are closely related to African traditional education. Viewed from this perspective; the developmental trend of Social Studies Education in Nigeria can be traced through the African traditional education, colonial, post-colonial and the integrated approach. This is in line with the stand of Ololobou (2019) who posits that, Nigeria like any other African nations had a system of education that integrates the young members into the society through the inculcation of cultural practices, values and beliefs. Social Studies was offered at Junior Secondary Schools, while for those that want to continue at the Senior Secondary Schools offered Civic Education in place of Social Studies.

The introduction of Civic Education in Nigeria according to Lawal (2020), is aimed at inculcating of the right type of knowledge, attitude, values and norms of the society in the learners to enable them to be functional tools for transmission and development of attitude and skills for the survival of the future generation. The main idea behind the introduction of Civic Education is to equip learners with knowledge, competence and skills necessary for the understanding and appreciation of the societal problems with the aim of finding workable solutions to the Nation's problems by imparting the right type of knowledge, values and skills. It also aims at producing graduates that will be vibrant, efficient and capable of creating jobs for themselves not job seekers within and outside their environment to enable them become useful to themselves, society and as well as for national development.

The knowledge of Civic Education through citizenship education provides skills necessary for the preservation of our traditional, customs, beliefs such as religion, blacksmithing, farming, knitting, pot marking etc. It also teaches relationship that provides skills that promote interpersonal relationship e.g. honesty, tolerance, kindness, caring and patience. An entrepreneurship skill as a discipline is offered at both junior and secondary schools. It originated from the traditional apprenticeship which geared towards promoting entrepreneurship skills acquisition through learning by imitation and practice. The trainee is attached to a master, relation, parent or outsider for the training or apprenticeship after which the trainee may decide to be on his own. According to Abubakar (2019) one of the causes of low productivity in Nigeria today is the apparent lack of entrepreneurship skills and competencies. Thus, policy makers should understand that the living standard of the people of any nation largely depends on the economic potential of her citizens which is derived from the knowledge of civic education and entrepreneurship skills to inculcate in mine self-employment, high level of autonomy, achievement orientation, hard work disposition, and help in planning business effectively, this could result in making Nigeria a self-reliant nation (Austin, Stevenson & Wei-Skillern, 2016).

Knowledge of the ideals, values, and principles set forth in the nation's core documents serves an additional and useful purpose. Those ideals, values, and principles are criteria which citizens can use to judge the means and ends of government, as well as the means and ends of the myriad groups that are part of civil society. In Nigeria, values such as respect, dignity of labour, obedience, justice, equity and fairness are necessary in the entrenchment of federal principles on the minds of the young ones which are curricular contents of the Nigerian Civic Education at both primary and secondary schools in the country (Falade, 2018).

According to Alexander (2020), the essences of Civic Education are to transform Nigerians as people of one destiny, reorientation towards self-reliance, understanding of the functionality of the Nigeria system of government and sound knowledge or emerging global social and health issues with particular reference to the Nigerian society. Civic Education for senior secondary study encompasses general human values and harmony in the society which. Identified the characteristics nature of subject. According to Donald and Odey, (2017), Civic Education is designed on a structure based on the needs of the Nigerian child reflecting the national ideals and values the children are expected to acquire. The components of Civic Education in the Nigerian school system include civic knowledge, civic skills and civic disposition.

Civic Education is a core subject in the Senior Secondary School (SSS) curriculum in Nigeria. It was introduced as a solution to the socio-civic problems facing the country. The cardinal aim of the subject is to breed effective citizenry who are useful to themselves, their families, immediate community and the society at large. It is expected that students at senior secondary schools should learn basic socio-economic and political skills that will make them relevant and useful to themselves and society after graduation. Some of the socio-economic skills expected to be inculcated in the students are the thinking skill, academic skill and social learning skills for self-reliance and private enterprise.

Entrepreneurship education is aimed at equipping students with basic skills and competence expected to be creative, autonomous and able to recognize hidden potentials and opportunities within and outside their environment and also to train secondary school leavers on different kinds of occupation so as to be self-reliant after graduation. Despite these efforts, it was observed that at present, the Nigerian society places emphasis on certificate and wealth without corresponding emphasis on character. Consequently, rather than producing objective and patriotic human beings, the Nigeria educational programme produced many citizens who are also selfish and indifferent to public affairs (Mezieobi, 2016).

It became evident that the lack of Civic Education and patriotic orientation has led to disorientation in schools and the larger society. The consequences were being felt at in all strata of our society. The prevalence of trend of corruption, indiscipline, disrespect for both elders and the rule of law, indifference to duty are some of the manifestations of negative trends in the Nigerian society. Therefore, the problem of this study hinges on the determination of the extent to which senior secondary students' perceive Civic Education as tool for promoting entrepreneurship skills in Kwara State.

### **Objectives of the study**

The objectives for this study are to:

- I. Find out the different perception of SS 1 and SS 2 students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State,
- II. Examine the different perception of SS 1 and SS 2 students on the value of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State,

## **Research Questions**

The following research questions are set to guide the study.

- I. What is the difference in the mean perception scores of SS 1 and SS 2 students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State?
- II. What is the difference in the mean perception scores of SS 1 and SS 2 students on the value of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State?

## **Hypotheses**

The following null hypotheses were tested at 0.05 level of significant.

- I. Ho1: There is no significant difference in the mean perception scores between SSII and SSIII students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State.
- II. Ho2: There is no significant difference in the mean perception scores between SSII and SSIII students on the values of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State.

## **Methodology**

Research design adopted for this study was descriptive survey research method which is used when dealing with a very systematic collection of data from population or a sample of the population through the use of personal interview, opinion scale, questionnaire and /or observation ( Abdullahi 2015). The population for this study comprised all the senior secondary schools offering Civic Education as a subject in their schools in Kwara State and for the purpose of this study, Edu Education Zone was used with fifteen senior secondary schools offering Civic Education with a total population of 6101. A stratified random technique was used in selecting the four (4) Senior Secondary Schools to determine sample size for research activities. Three hundred and sixty five (365) students from the six thousand one hundred and one (6,101) students were selected.

The instrument for data collection was titled: Civic Education as Tool for Promoting Entrepreneurship Skills Questionnaire (CETPES), and was developed by the researcher. It was made up of 36 questions and it was used to seek the opinion of students on the extent to which the contents of Civic Education to promote Entrepreneurship skills among them. The questionnaire was divided into two sections Bio-data and test items. Question items are opinion –seeking on the research questions. The questionnaire was designed in accordance with the modified four (4) point Likert scale weighted: SA (4), A (3) D (2) and SD (1). The questionnaire items were studied, modified and corrected by the experts in Test and Measurement and Languages from Ahmadu Bello University, Zaria to ascertain its face and content validity. Pilot study was carried out with an instrument that contained two sections Knowledge and Value aspects of Civic Education. The draft questionnaire was personally administered once by the researcher so as to identify if there were any difficulties in respondents understanding of the items. Upon receipt of the completed questionnaires, Crombach Alpha method was employed to establish the reliability of the instrument. A reliability index of 0.70 on cognitive, 0.76 on affective and

0.75 psychomotor was obtained and as such the instrument was considered appropriate for the research.

The researcher got the permission to have access to the relevant information from the schools concerned. The general administration of the questionnaires which contained 2 sections Knowledge and Value aspect of Civic Education, with the help of research assistants, teachers and class representatives. The face-to face methods of administration of the questionnaires took place at the schools which facilitated the completion and subsequent retrieval of the questionnaires. A day was spent in each School to ensure that the questionnaire was properly distributed. Likewise 365 of the responses were coded and recorded on the computer coding sheets. The data and information gathered were analyzed using, simple percentage to compute the bio-data of the respondent while Descriptive statistics of means and standard deviations were used to answer the research questions. However, the research hypotheses were tested using inferential statistics using t-test statistics due to the fact that each of the categories of responses has 2 levels.  $P > 0.05$  level of significance as a basis for retaining and rejecting the hypotheses formulated for the study.

## Results

### Analysis of Bio-Data Information

**Table 1:** Distribution of Sample Frequency Based on Level

S/N	Class	Total	Percentage
1	SS 1	203	55.6%
2	SS 2	162	44.4%

(Researcher Field Study)

Table 1 indicates that SS 1 student is higher than SS 2 students who participated in the study. It could be deduced that 203 representing (55.6%) are SS 1 students and 162 representing (44.4%) are SS 2 students, which means, there were more SS 1 students that participated in the study.

**Research Question One:** What is the difference in the mean perception scores of SS 1 and SS 2 students on the knowledge of Civic Education as a tool for promoting Entrepreneurship Skills in Edu Education Zone, Kwara State?

**Table 2:** Mean and standard deviation between SS 1 and SS 2 students on the Knowledge Aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
SS 1	203	14.1527	1.32804	.09321	0.5
SS 2	162	13.6543	1.60868	.12639	
Total	365				

(Researcher Field Study)

From Table 2, the result indicated that there was a difference in the mean perception scores of SS 1 ( $M=14.1527$ ,  $SD=13.28$ ) and that of SS 2 ( $M=13.6543$ ,  $SD=16.09$ ) students on the knowledge aspect of learning Civic Education as a tool for promoting entrepreneurship skills. Based on the mean difference of 0.5, it indicates that there is a significant difference in the mean perception of SS 1 and SS 2 on cognitive aspect of civic education as a tool for promoting entrepreneurship skills through Civic Education.

**Research Question Two:** What is the difference in the mean perception scores of SS 1 and SS 2 on the value of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State?

**Table 3:** Mean and standard deviation of SS 1 and SS 2 students on the Value aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
SS 1	203	14.2956	1.09514	.07686	0.28
SS 2	162	14.0123	1.11449	.08756	
Total	365				

(Researcher Field Study)

From Table 3, the result indicates that there was a 0.28 means difference in the perception scores of SS 1 (M=14.2956, SD=10.2) and that of SS 2 (M=14.0123, SD=11.114) students on the affective aspect of learning Civic Education as a tool for promoting entrepreneurship skills. Based on the mean difference of 0.28, it indicates that, there is a significant difference in the mean perception of SSII and SSIII on value aspect of Civic Education.

#### Analysis of Null Hypotheses

**H<sub>01</sub>:** There is no significant difference in the mean perception scores of SS 1 and SS 2 senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills among senior secondary school students in Edu Education Zone, Kwara State.

**Table 4:** Summary of Independent t-test statistics of SS 1 and SS 2 students on the Cognitive Aspect of Learning Civic Education

level	N	Mean	SD	Mean Diff.	t	Df	P	Decision
SS 1	203	14.1527	1.32804	.5	3.242	363	.001	Rejected
SS 2	162	13.6543	1.60868					
Total	365							

(Researcher Field Study)

The result of independent t-test result reveals that, there is a significant difference in the mean perception scores of students on the perception of senior secondary school on the cognitive aspect of learning Civic Education as a tool for promoting entrepreneurship skills. This is, because the calculated t-value = 3.242, df = 363, p-value = .001. Based on the decision rule the null hypothesis which states that there is no significant difference in the mean perception scores of SS 1 and SS 2 senior secondary school students on the knowledge aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby rejected.

**H<sub>02</sub>:** There is no significant difference in the mean perception scores of SS 1 and SS 2 on the value of Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, Kwara State

**Table 5:** Independent t-test statistics of SS 1 and SS 2 students on the affective aspect of learning civic education

level	N	Mean	SD	Mean Diff.	t	Df	P	Decision
SS 1	203	14.2956	1.09514					
SS 2	162	14.0123	1.11449	.28322	2.436	363	.015	Rejected
Total	365							

(Researcher Field Study)

The result of analysis of independent t-test statistics for null hypothesis reveals a significant difference in the mean perception scores between SS 1 and SS 2 senior secondary school students on the affective aspect of learning Civic Education as a tool for promoting entrepreneurship skills. This is, because, the calculated t-value = 2.436, df = 363, p-value = .015. Therefore, the stated null hypothesis which states that, there is no significant difference in the mean perception scores of SS 1 and SS 2 students on the affective aspect of learning Civic Education as a tool for promoting entrepreneurship skills in Edu Education Zone, kwara state is hereby rejected.

## Discussion

The study found that Entrepreneurship skills provide students with the training and support to establish career in small and medium size business, which in line with study of Babatunde and Durowaiye (2018), it was established that exposure to entrepreneurship education influences students intentions of becoming self-employed, in reducing of the problems of unemployment and other social vices in our societies. Acquisition of basic Entrepreneurship skills for productive and profitable venture help a lots as indicated by the outcome of the study carried out by Shu'aibu, Peter and Ubah (2019), they established that, there is significant relationship between Social Studies and Entrepreneurship Education and sustainable development.

Entrepreneurship promotes acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. In line with study of Hassan (2019) established positive perception towards the role of entrepreneurship education in relation to employment provision to the graduates.

Civic Education inculcate in students their duties and obligations to the society in line with study of Kurato (2017), established that, an extension of this trend in employment creation as observed by the entrepreneurs in COET campus can be replicated in other parts of the country and will go a long way in curbing the problem of unemployment.

## Conclusion

Conclusively, Entrepreneurship skills provide students with the training and support to establish career in small and medium size business. It helps in acquisition of basic skills for productive and profitable ventures; it also enhances economic growth for the individual's citizens and the Nation. Civic Education raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feeling of others and appreciate the dignity of labour; inculcate in students their duties and obligations to the society; and also promote acquisition of appropriate skills and development of mental, physical and social abilities and competencies as equipment for

the individual to live in and contribute to the development of the society. The combination of Entrepreneurship skills and Civic Education is a winning combination as such its teaching and application.

### **Recommendations**

Based on the findings of the study, the following recommendations are provided:

- I. There should be training and retraining of Civic Education teachers to enhance their professional competency in the implementation of the curriculum
- II. Government should provide qualitative teaching and learning materials for effective teaching of Civic Education in the schools;
- III. Graduates that read Civic Education should be given soft loans to establish small scale industries for economic growth and National Development;
- IV. Teachers of Citizenship Education should be sponsored to attend Workshops, Seminars and Conferences to enhance their professional competency in the implementation of Civic Education properly.

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