

## ADEQUACY OF SOCIAL STUDIES CURRICULUM CONTENT FOR DEVELOPING ENTREPRENEURIAL SKILLS IN UNIVERSITY UNDERGRADUATES IN SOUTH-SOUTH NIGERIA.

BY

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### ABSTRACT

*The study was an investigation into the adequacy of social studies curriculum content for developing entrepreneurial skills in University undergraduates in South-South Nigeria. Expost-facto survey design was adopted. From a population of 620 students comprising all third and final year Social Studies undergraduates in all the 13 public Universities in South-South Education Zone in Nigeria in the 2013/2014 Academic Session, four Universities were randomly selected using simple random sampling technique and all the students numbering 339 were purposively used in the sampled Universities. Researcher-made instrument called "Social Studies Curriculum Content and Entrepreneurial Skills Development Questionnaire (SSIVESDQ)" was used for data collection. The instrument had three sections: A, B and C respectively. Section A consisted of items to elicit responses on demographic data while Section B was made up of five items to elicit responses on social studies curriculum content. Section C comprised three items each for the ten entrepreneurial skills. The total number of items in the instrument was 35. Face validity of the instrument was determined by experts in Test and Measurements as well as experts in Curriculum and Instruction. Cronbach's Alpha reliability test result indicated a reliability coefficient of 0.91 for curriculum contents and 0.70 for entrepreneurial skills development. The research question was answered using means and standard deviation and the hypothesis was analyzed using Pearson Product Moment Correlation. Findings revealed that social studies curriculum content is adequate for developing entrepreneurial skills in University students in South-South Nigeria. It was also found that negative significant relationship exists between Social Studies curriculum content and undergraduate students' entrepreneurial skills development in Universities in South-South Nigeria. Recommendation was made among others that University lecturers should acquire training and retraining in entrepreneurial skills to enable them use instructional strategies which could promote entrepreneurship skills development among undergraduates.*

**Keywords: Adequacy, Social Studies curriculum content, Entrepreneurial skills development**

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### INTRODUCTION

All over the world, there is renewed emphasis on making education more responsive to the needs of the people by equipping learners with the skills that would make them functional and productive citizens. This emphasis has led to the introduction of entrepreneurial education in Universities in Nigeria. Education is one of the determinants of the level of entrepreneurial

activity in a country. Since entrepreneurs play key roles in economic growth and job creation of a country, entrepreneurial education could promote and develop the skills of entrepreneurship among University students. Entrepreneurship education aims at creating awareness and understanding of the process involved in initiating and managing a new venture as well as enhance learners' understanding of small and business ownership as serious career option (Henry, Hill, & Leitch 2005). European Commission (2004) observed that entrepreneurship education could incorporate knowledge of skills, attitudes, and personal qualities appropriate to the age and development of students throughout the various levels of education to foster creativity, spirit of initiative, and independence.

Volkamann, Tokarski and Grunhagen (2009) suggested that acquisition of 21<sup>st</sup> century life skills may help youths recognize opportunities, become viable citizens and create high growth businesses in the future. Bamkole (2007) believed that entrepreneurship education inculcates creative, innovative, productive and managerial skills needed in business enterprises for national development.

Teaching students in the formal educational setting for the development of entrepreneurial skills requires a school curriculum which incorporates entrepreneurship into its contents. Kelly (2009) explained that the curriculum outlines the skills, performances, attitudes and values learners are expected to learn from schooling. It includes statements or desired learners' outcomes, descriptions of materials, and the planned sequence that will be used to help learners attain the outcome. Armstrong (2010) perceived the curriculum as all the learning which is planned and guided by the school, whether it is carried on in group or individually, inside or outside the school.

The content component of the curriculum is made up of the knowledge, skills, values and attitudes that the curriculum seeks to achieve in learners. Content can be regarded as the subject matter to be taught to the learners. Content or subject matter is what learners are to be taught in order to realize the goals, objectives and aims of education as stated in the curriculum. Different authors have specified guidelines for selection of content. Some of these guidelines are priorities, balance, completeness, sequence, and comprehensiveness (Armstrong, 2010). Nwifo (2014) suggested the following principles should be considered for selecting content: Philosophical, psychological, sociological, significance, validity, relevance, utility, interest, learnability, teachability. In the same vein, Emah (2014) posited that from the range of contents available, selection has to be made on the basis of certain criteria which include validity, significance, utility, interest, learnability.

In Nigeria, the Federal Government (FRN, 2014) emphasized that the goals of University education, among others, shall be to:

- a. contribute to national development through high level manpower training;
- b. reduce skill shortages through the production of skilled manpower relevant to the needs of the labour market;
- c. promote and encourage scholarship, entrepreneurship and community service; ... (P. 27).

This goes to point out that entrepreneurship education has been integrated into the curricular of tertiary institutions. The content has been well established to include understanding of basic managerial knowledge and skills required for effective management of small enterprise. Furthermore, the National Universities Commission (NUC, 2006) had mandated every University in Nigeria to establish an Entrepreneurship Development Centre (EDC) and to offer courses in entrepreneurship to all students using a curriculum developed by NUC.

Social Studies education focuses on the problems of human survival, interaction, growth and change within the human total environment (Esu & Inyang-Abia, 2009). One of the key objectives of Social Studies education at the University level in Nigeria is to produce students who acquire physical and intellectual skills which will enable them to develop self-reliance and become more useful members of the society. Based on the objectives of the Social Studies programme, the course content comprises concepts, facts and skills which may aid the development of students’ entrepreneurial skills such as creativity, initiative, risk taking, need for autonomy, interpersonal skills, communication skills, self confidence, networking skills, achievement motivation, and persistence.

The social studies curricular is focused on developing middle level manpower with the objective of realizing the goals of national development (Mezieobi and Onyeanusi, 2011). The objectives of social studies in Nigerian Universities which are in line with the national philosophy of education as given by Edinyang (2014) are as follows:

- (i) To inculcate skills for individual’s survival and contribution to national development;
- (ii) To develop productive high level manpower for national transformation and development;
- (iii) To produce social studies theoreticians and professionals who are imbued with the values, pedagogies and skills for advanced social research;
- (iv) To inculcate the spirit of national consciousness and attitudes for peaceful co-existence;
- (v) To inculcate citizenship education as foundation for national patriotism, civic responsibility and nation building;
- (vi) To develop inquiry orientation for identification of local, national and global emerging social problems and challenges;
- (vii) To develop skills for creative reflective critical decision making on emerging environmental problems;
- (viii) To provide functional contemporary education in line with local, national and global aspirations; and;
- (ix) To inculcate skills for social adaption, adjustment and reformation (P. 23).

These objectives guide the selection of contents for Social studies curriculum. At the University level, a Social Studies undergraduate is expected to offer at least 56 courses in the programme. These courses are drawn based on the NUC Benchmark on Social Studies curriculum content. Social studies education in Universities embraces a number of themes which could be relevant to the understanding of entrepreneurship and development of entrepreneurial skills needed for functionality in the present society. The contents are selected based on NUC Minimum Standard Benchmark on social studies education. The content and topics of social studies education curriculum in Universities are presented in Table 1.

Table 1: Contents and topics of Social Studies Education curriculum in universities

Year	Semester	Course Code	Course Title	Unit
1	1 <sup>st</sup>	SSE 111	Elements of Social Studies	3
		SSE 112	Introduction to Nigerian Social Life and Culture	3
		SSE 113	Introduction to Social Studies Education	3
		EDU	and Nation Building	2

		111		2
		EDU	History of Education	2
		112	Introduction to Teaching Profession	2
		GST	Use of English I	
		111	Philosophy and Human Existence	
		GST		
		112		
				17
			Total	
1	2 <sup>nd</sup>	SSE 121	The structure and characteristics of Man's place	3
		SSE 122	Family: Base structure of society	3
		SSE 123	Socio-Economic Environment of Nigeria	3
		SSE 124	Introduction to Nigerian Cultural Environment	3
		EDU	Psychological Foundations of Education	3
		121	Use of English II	
			Science and Basic Technology	2
		GST	Citizenship and Peace Studies	2
		121		2
		GST		
		122		
		GST		
		123		
				21
			Total	
2	1 <sup>st</sup>	SSE 211	Social Studies and the Social Studies	3
		SSE 212	Study of Matter in Space	3
		SSE 213	Social Interaction in Nigeria	3
		SSE 214	Social Studies Education and Patterns of Nation Building	3
		EDU	Philosophical Foundations of Education	2
		211	Curriculum and Instruction I	3
		EDU	Entrepreneurial Studies I	2
		212		
		GST		
		211		
				19
			Total	
2	2 <sup>nd</sup>	SSE 221	Nigeria: Socio-political Institutions	3
		SSE 222	Socio-Economic Structure of Nigeria	3
		SSE223	Culture and Social Stability	3
		SSE 224	Teaching Social Studies in JSS	2
		SSE 225	Issues and Problems of Modern Society	3
		EDU	Educational Psychology I	2
		221	Sociological Foundations of Education	2

		EDU 222	Entrepreneurial Studies II	2
		GST 221		
			Total	20
3	1 <sup>st</sup>	SSE 311	Study of Events in Space	3
		SSE 312	Politics, Power, and Government in Nigeria	3
		SSE 313	Finance and Financial Institutions in Nigeria	3
		SSE 314	Nigeria Cultural Patterns and Historical origin	3
		ED 311	Special Methods	3
		EDU 312	Educational Technology	2
			Total	17
3	2 <sup>nd</sup>	SSE 321	Nationalism and Patriotism in Nigeria	3
		SSE 322	Social Studies Education and Theories of Nation Building	3
		SSE 323	The Nigerian Cultural Environment: Value, Science and Technology	3
		SSE 324	Comparative Trends in Social Studies Education	3
		EDU 300	Teaching Practice	3
		EDU 321	Research Methods and Data Processing	3
		EDU 322	Educational Psychology II	2
			Total	20
4	1 <sup>st</sup>	SSE 411	International and Multidimensional Interactions	3
		SSE 412	Problems and Prospects of Nation Building	3
		SSE 413	Social Issues as Emerging Priorities for Social Studies Education	3
		EDU 411	Curriculum and Instruction II	3
		EDU 412	Tests and Measurement	2
		EDU 413	Organization of Primary and Secondary Education	2
			Guidance and Counseling	3

		EDU 414		19
			Total	
4	2 <sup>nd</sup>	SSE 421	Social Life and Party Politics in Nigeria	3
		SSE 422	Socio-Economic Activities in Nigeria	3
		SSE 423	Seminar in Social Studies Education	3
		EDU	Teaching Practice	3
		400	Seminar in Education	3
		EDU	Project in Education	4
		421		
		EDU		
		499		
				19
			Total	

Source: Department of Educational Foundations/Guidance and Counseling, University of Uyo

The content and topics of social studies education in Universities in Nigeria as presented in Table 1 show the courses that undergraduates are expected to offer from their first year (100 level) to final year (400 level). The courses in their teaching subject (social studies) is represented by SSE which is an acronym for Social Studies Education, the Faculty wide courses are represented by EDU (Education), and the General Studies courses are represented as GST. Each of the courses in the programme has its description, objectives, as well as contents and a list of reference materials which are specified by the different course lecturers.

Since any educational programme is designed based on its usefulness or relevance to the society, the researcher is of the opinion that each of the courses in the social studies programme does not exist distinctly, but courses have contents and concepts which are interrelated. The subject matter of each course should include coherent and relevant learning in all the courses. Students could build upon the knowledge acquired in one course to learn another course. This could subsequently help in the development of a functional citizenry who has acquired the needed skills and competencies to start-up and manage a business.

One goal of University education in Nigeria as stated by the Federal Government (FRN, 2014) is "... to promote and encourage scholarship, entrepreneurship and community service ...". (P. 27). To achieve the goal and objectives of entrepreneurship education, different courses in the social studies programme could be selected and taught to develop entrepreneurial skills in students. Courses like GST 111 and 112 (Use of English I and II respectively) could be taught to develop students' verbal and written communication skills, creativity, as well as interpersonal skills.

Socio-Economic Environment of Nigeria (SSE 123) introduces students to man's needs and wants, man and his ability to make choice. Resources utilization and conservation in Nigeria are also learnt in this course. Economic activities according to Akrani (2011) are related to production, distribution, exchange and consumption of goods and services. The primary aim of economic activity is the production of goods and services with a view to make them available to consumers. In other words, economic activities are those efforts which are undertaken by man to earn income.

The content in this course may expose students to economic activities such as businesses which may help in income generation. Students could be made to understand that rather than depend on paid jobs, they could as well carry out income generation activities, they could develop the skill of making choice towards creating an economic activity. The content in this course could help students to develop the skills of creativity, autonomy and risk-taking, as well as decision making.

Another course in the social studies programme is Socio-Economic Structure in Nigeria (SSE 222). The course deals with marketing systems and organizations in Nigeria. It also has price determination and inflation, income issues and policies, savings avenues and trends in Nigeria as its content. Here, students are exposed to the concept of marketing, marketing systems and organizations. This course content may develop students' ability to build contact with others example, marketers, thereby developing their networking skills. This could be possible where students are made to have learning experiences that give them contact with different marketing systems and organizations. They may also develop interpersonal skills as they interact with people who are marketers.

In their 200 level semester two, social studies students study Issues and Problems of Modern Society (SSE 225) as one of their courses. In this course, various contemporary social problems in developing nations such as education, unemployment, the economy, ethnic relations, drug and alcoholism, the family, and other issues are examined. Analysis of the various methods of social control, control in relation to social structure and ways of enhancing the relevance of education in the labour market is also carried out. Students may develop critical understanding of various contemporary issues and problems and also develop sustainable skills which entrepreneurship is one, in order to maintain a conducive environment for the upcoming generation. This course content may expose students to the fact that the labour market in Nigeria is congested and there is need for starting-up other income generating ventures rather than waiting for non-existent paid employment.

Entrepreneurial Studies 1 and 2 (GST 211 and GST 221) are an integral part of the social studies curriculum. In some Universities, the course is offered in the first and second semesters of 200 level, whereas in others, the course is offered in second semester 200 level, and in second semester 300 level. In all cases, entrepreneurial studies is a General Studies course offered by students in two semesters of the social studies education programme, with a credit load of four credits of two, in each semester. The general philosophy of entrepreneurial studies is to produce graduates with some value addition over and above their field of study for the purpose of self reliance (NUC, 2011). Specifically, the objectives of GST entrepreneurship are to:

- redirect education;
- train for relevance and quality by developing in the undergraduate/graduate an entrepreneurial mindset (spirit);
- Equip the graduate with the skills necessary to start and run a business successfully.

The course in Entrepreneurship Studies is made of the following:

- Course 1: Entrepreneurship and Innovation
- Course 2: Business Creation and Growth
- Trades (Skills)

Group A

1. Soap/Detergent
2. Tooth brushes and Tooth paste making
3. Rope making

4. Brewing
  5. Water treatment/conditioning/packaging
  6. Food processing/Packaging/Preservation
  7. Tanning Industry
  8. Vegetable oil and salt extracts
  9. Fisheries/Aquaculture
  10. Bakery
  11. Leather tanning
- Group B
1. Photography
  2. Paper production
  3. Farming (crop)
  4. Tailoring
  5. Interior decoration
  6. Printing
  7. Animal Husbandry (Poultry, Piggery, Goat, and so on)
  8. Book-keeping
- Group C
1. Bricks, Nails, Screws making
  2. Plumbing
  3. Vulcanizing
  4. Glassware Production / Ceramic Production
  5. Metal working / Fabrication –steel Aluminum doors and windows
  6. Refrigeration/Air conditioning
  7. Plastic making
  8. Domestic Electrical wiring
  9. Radio / TV Repairs
  10. Carving
  11. Weaving
  12. Brick laying/making

Each course in the GST entrepreneurship has its objectives and contents which are further broken down to modules and the learning outcomes and content for each module is specified. For the trade skills, students are expected to choose any one trade from the list of trade in either Group A, B, or C respectively. From the exposition done so far, it could be deduced that social studies curriculum content may relate to the development of creativity, communication skills, networking skills, interpersonal skills, achievement motivation, autonomy, opportunity seeking skills of social studies undergraduates in Universities.

Several researches have been carried out to determine the relation between curriculum content and entrepreneurial skills development. In their study of unemployment in Nigeria, (Ayinde 2008; Morphy, 2008; Awogbenle and Iwyamadi, 2010) identified the main cause of youth unemployment in Nigeria to be the outdated school curricula and lack of employable skills. These scholars and commentators had argued that as far as the formal sector is concerned, the average Nigeria graduate does not possess the skills needed by the employers of labour for a formal employment and therefore, is not employable After all employers do not need people to



pay or spend their money on but people that will help their organization grow and make more profit as the primary goal of every enterprise is to make profit.

Often, this problem of lack of employable skills is attributed to Nigeria's education system, with its liberal bias which is in line with Nkechi, Ikechukwu and Okechukwu's (2012) assertion that the course contents of most tertiary institutions in Nigeria lack entrepreneurial contents that would have enabled graduates to become job creators rather than job seekers. Ekpe and Mat (2012) observed that most students in Nigeria who have received entrepreneurial education, do not mature their entrepreneurial intentions into self-employment due to lack of practical entrepreneurial experience or exposure, occasioned by misdirected course contents of the institutions concerned.

Onwachu and Okoli (2010) conducted a study on Biology curriculum adequacy for student's development of entrepreneurship skills for meeting global challenges. A population of 500 Biology students in 261 public secondary schools in Anambra state was used for the study. Among the findings made in the study was that Biology curriculum is not adequate for secondary school students in the development of entrepreneurial skills. The study further revealed that all the respondents except one indicated that Biology curriculum does not adequately cover the contents in development of entrepreneurial skills in resource management in secondary school students. The situation is similar in other developing countries as observed by researchers for example, Abdullah, Osman, and Rahim (2009) who maintained that students could not translate their acquired education or skills into self-employment because less emphasis was placed on trainee characteristics, training environment and University-Industrial linkages.

Mahmood (2003) focused on the need to match LIS curricula to market needs and it was found that there was not a single LIS school that properly covered the competencies needed in the market in Pakistan. For example, eight of the 15 competencies in the management category of LIS skills were not properly covered at all. Of these, the skills that were adequately covered included staff management, undertaking library research and time management, extension services, public relations and knowledge management. The coverage demonstrated that LIS curricula in Zimbabwe were not meeting the demands of the job market. The analysis of courses contents indicated that the content was traditional; there was no room for specializing in certain areas such as school librarianship and special librarianship although some of the schools were offering some of these courses. Curricula also lacked the depth and breadth of subject areas.

A study by Saroja (2007) in India revealed that management skills, technical skills and resource building skills were properly covered in LIS curriculum. There was a proper coverage of areas such as IT, and generic skills. Megnigbeto (2007) after carrying out studies in Senegal and Benin, ascertained that curricula mismatch with workplace requirements was common in developing countries.

Although it is acknowledged that it is difficult to meet the demands of every employer on the market, curricula must equip undergraduates with appropriate skills to enable them to compete in an ever changing market. Curricula must be reviewed, and courses that are no longer relevant must be removed.

Universities in Nigeria have for long been criticized for not producing graduates with attributes that meet the needs of the labour market. The criticism has always been the intellectual content of the courses in the school curriculum which has not kept pace with the demands of the contemporary society. A discussion by these researchers with Social studies students which centered on students' practical experience in small business enterprises revealed that most of the skills and competencies students acquired during the two semesters of entrepreneurship

education did not match work requirements as they were failing to cope with assigned duties. Evidence from the curricula of many higher institutions has shown that courses are still traditional with no practical programs on entrepreneurship and technological innovations (Ugwu & Ezeani, 2012). This study therefore intends to investigate the adequacy of social studies curriculum contents for developing entrepreneurial skills in University undergraduates in South-South Nigeria.

### **Research Question**

What is the adequacy of Social Studies curriculum content for developing entrepreneurial skills in undergraduates in Universities in South-South Nigeria?

### **Research Hypothesis**

There is no significant relationship between Social Studies curriculum content and entrepreneurial skills development of undergraduates in Universities in South-South Nigeria.

### **Method**

The area of the study was South-South Education Zone of Nigeria. The South-South Education Zone comprises the following states: Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. Ex-post facto research design was used for the study. A population of 620 students comprising all third and final year Social Studies undergraduates in all the 13 public Universities in South-South Education Zone in Nigeria in the 2013/2014 Academic Session was used. From this population, four Universities were randomly selected using simple random sampling technique and all the students numbering 339 were purposively used in the sampled Universities.

A researcher-made instrument called “Social Studies Curriculum Content and Entrepreneurial Skills Development Questionnaire (SSIVESDQ)” was used for data collection. The instrument had three sections: A, B and C respectively. Section A consisted of items to elicit responses on demographic data while Section B was made up of five items to elicit responses on social studies curriculum content. Section C comprised three items each for the ten entrepreneurial skills. The total number of items in the instrument was 35. Face validity of the instrument was determined by experts in Test and Measurements as well as experts in Curriculum and Instruction.

Cronbach’s Alpha reliability test was conducted using 30 Social Studies undergraduates in Cross River University of Technology who were not part of the actual study and the result indicated a reliability coefficient of 0.91 for curriculum contents and 0.70 for entrepreneurial skills development. This was substantially high enough to justify the use of the instrument for this study. The research question was answered using means and standard deviation and the hypothesis was analyzed using Pearson Product Moment Correlation and tested at .05 level of significance.

## **Results**

### **Research Question**

What is the adequacy of Social Studies curriculum content for developing entrepreneurial skills in undergraduates in Universities in South-South Nigeria?

Table 2: Respondents’ rating of the adequacy of Social Studies curriculum content for developing entrepreneurial skills in undergraduates in Universities in South-South Nigeria

	Curriculum content	N	$\bar{X}$	SD	Remarks
1	The subject matter in Social Studies provides a variety of opportunities for students to develop creative business ideas.	339	3.33	0.87	Accepted
2	Sufficient subject matter, which helps students to develop entrepreneurial skills, is covered in Social Studies.	339	2.94	0.93	Accepted
3	Social Studies curriculum contents embody learning experiences in entrepreneurship, which are transferable from school to life outside the school.	339	3.25	0.74	Accepted
4	The course contents in Social Studies Education are relevant to entrepreneurship needs of Nigeria.	339	3.33	0.71	Accepted
5	The topics present useful knowledge and information about business ideas.	339	3.14	0.87	Accepted
	Overall rating	339	3.20	0.82	Accepted
	Entrepreneurial skills development(overall rating)	339	2.12	0.28	Accepted

$\bar{X}$  = Mean score, SD = Standard deviation

Result in Table 2 shows that the respondents accepted that subject matter in Social Studies provide a variety of opportunities for students to develop creative business ideas ( $\bar{X}$  = 3.33, SD = 0.84) and that subject matter which can help to develop entrepreneurial skills is covered in the curriculum ( $\bar{X}$  2.94, SD = 0.93). Social Studies curriculum content was rated by the respondents to be relevant to entrepreneurship needs of Nigeria ( $\bar{X}$  = 3.33, SD = 0.71). Its contents was also adjudged to embody learning experiences in entrepreneurship ( $\bar{X}$  = 3.25, SD = 0.74) and the topic covered presented useful knowledge and information about business ideas. These results explain that social studies curriculum content is adequate for developing entrepreneurial skills in Undergraduates.

However, the weighted mean obtained for entrepreneurial skills development was less than 2.50 signifying that the level of entrepreneurial skills development of the undergraduates is poor. The weighted mean for curriculum content was greater than 2.50 while that of entrepreneurial skills development was less than 2.50. Hence, the relationship between Social Studies curriculum content and entrepreneurial skills development is negative.

### Research Hypothesis

There is no significant relationship between Social Studies curriculum content and entrepreneurial skills development of undergraduates in Universities in South-South Nigeria.

Table 3: Nature of relationship between Social Studies curriculum content and entrepreneurial skills development of undergraduates in Universities in South-South Nigeria.

Variables	$\sum X$	$\sum X^2$	$\sum XY$	r-calc	r-crit	Decision
	$\sum Y$	$\sum Y^2$				
Curriculum content (X)	5422	343833	343833	-0.232*	0.139	H <sub>0</sub> Rejected

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Entrepreneurial skills development 21594 22186361  
(Y)

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N = 339, df = 337,\* Significant at 0.05(p<0.05).

Results in Table 3 show low negative relationship between Social Studies curriculum content and entrepreneurial skills development of undergraduates in Universities in South-South Nigeria ( $r = -0.232$ ). The absolute values of  $r$  calculated ( $-0.232$ ) is greater than its corresponding absolute  $r$  critical (0.139) at .05 level of significance ( $p < 0.05$ ). The null hypothesis is therefore rejected. Hence, it is concluded that there is a significant relationship between Social Studies curriculum content and entrepreneurial skills development of undergraduates in Universities in South-South Nigeria.

### **Discussion of Findings**

Respondents' ratings of the adequacy of social studies curriculum content for developing entrepreneurial skills in undergraduates in Universities in South- South Nigeria in Table 2 revealed that the curriculum is adequate. The respondents accepted that the subject matter in Social Studies provide a variety of opportunities for students to develop creative business ideas and that subject matter which can help develop entrepreneurial skills is covered in the curriculum. Social Studies curriculum content was rated by the respondents to be relevant to entrepreneurship needs of Nigeria. The respondents also adjudged the curriculum content to embody leaning experiences in entrepreneurship.

The findings also revealed a negative significant relationship between Social Studies curriculum content and undergraduate students' entrepreneurial skills development in Universities in South-South Nigeria. This is because the calculated value of  $r$  ( $-0.232$ ) was greater than its corresponding critical  $r$  (0.139). However, the weighted mean obtained for entrepreneurial skills development of the respondents was less than 2.50 signifying that the level of entrepreneurial skills development is weak. The weighted mean of the curriculum content was 3.20 while that of entrepreneurial skills development was 2.12. Hence, the relationship between Social Studies curriculum content and entrepreneurial skills development was negative. This finding contradicts the earlier findings of other researchers (Onwachu & Okoli, 2010; Nkechi, Ikechukwu & Okechukwu, 2012; Mahmood, 2003). Onwachu and Okoli (2010) in a study conducted on Biology curriculum adequacy for student's development of entrepreneurship skills for meeting global challenges found that Biology curriculum is not adequate for secondary school students in the development of entrepreneurial skills. Onwachu and Okoli's study also revealed that the respondents indicated that Biology curriculum does not adequately cover the contents in development of entrepreneurial skills. Nkechi, Ikechukwu and Okechukwu (2012) asserted that the course contents of most tertiary institutions in Nigeria lack entrepreneurial contents that would have enabled graduates to become job creators rather than seekers.

The findings on the significant relationship between Social Studies curriculum content and undergraduate students' entrepreneurial skills development adds support to the earlier findings by Saroja (2007) whose studies in India revealed that management skills, technical skills and resource building skills were properly covered in LIS curriculum. The low weighted mean score in students' entrepreneurial skills development could be assumed to indicate students' lack of interest in self employment, hence not being motivated to attach much importance to entrepreneurship and entrepreneurial skills development.

What might be more important for the understanding of the poor entrepreneurial skills development of social studies undergraduates may not be course taking per se but could be

attributed to the teachers' instructional factor. Esu & Inyang-Abia (2009) asserted that for effective implementation of the curriculum, the teacher must be efficient in the provision of instructional resources, the use of appropriate instructional resources, and the thoughtful and appropriate provision of relevant and suitable learning experiences. Where these conditions are not met by the teacher, students are bound not to be motivated to develop the needed entrepreneurial skills for business start-up.

### **Conclusion**

In the light of the findings of this study, it is concluded that social studies curriculum content is adequate for developing entrepreneurial skills in University students in South-South Nigeria. Conclusion is also made that significant relationship exists between Social Studies curriculum content and undergraduate students' entrepreneurial skills development in universities in South-South Nigeria.

### **Recommendations**

The following recommendations are made for the improvement in entrepreneurial skills development of undergraduate students:

- (1) Social studies curriculum content should be implemented by expert teachers in the field so that the proper teaching methods and instructional resources can be used. This is because expert Social Studies teachers will be competent in exposing students to relevant learning experiences so that they can improve upon their development of entrepreneurial skills.
- (2) There is, therefore, the need to embark on intensive enlightenment campaigns through seminars and workshops within and outside the university environment. This will help in creating awareness to undergraduate students, thereby motivating them to develop entrepreneurial skills.
- (3) University lecturers should be motivated through the provision of good working conditions, adequate infrastructures and conducive classroom environment so that they can in turn motivate students to learn and develop their entrepreneurial skills.
- (4) Since entrepreneurship education is an innovation in the education system in Nigeria, university lecturers should acquire training and retraining in entrepreneurial skills. Through such training, they will be well armed with instructional strategies which could promote entrepreneurship skills development among undergraduates. This implies that to actually teach for entrepreneurial skills development, the lecturers themselves must be knowledgeable about entrepreneurship.

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