

Curriculum Development for Effective Entrepreneurship Education in Nigerian Secondary School System towards Sustainable Development: Rationale for Social Studies Education

Olatunde John OGUNDIRAN, Ph.D

Department of Social Studies

The College of Education

Lanlate, Oyo State

tundeogundiran@yahoo.com

Abstract

This paper set out to emphasize how entrepreneurship education can increase employment, productivity and create wealth through effective implementation of entrepreneurship education in Nigerian secondary school system. There is the need for entrepreneurship education to enhance sustainable development in the country. Since entrepreneurship skills remain vital in the real sector and the sustenance of economic development, it has become imperative for government to pay attention to this sub-sector. The problems facing the country ranging from acute poverty, youth and graduate unemployment, dependence on foreign goods and technology to a very low economic growth and development among others has prompted government's recognition of this fact that has led to the introduction of entrepreneurial studies in Nigerian educational institutions. This paper submitted that entrepreneurship education through Social Studies Education will equip the students with the skills with which to be self-reliant, it was therefore concluded that students would be equipped with relevant skills for self-employment and employers of labor. The paper recommended that educational programs at all levels of education should be made relevant to provide the youth the needed entrepreneurial skills; citizens should also have a change of attitude towards work and life.

Keywords: *Entrepreneurship Education, Curriculum Development, Sustainable Development, Secondary School, Social Studies Education.*

Introduction

The universal declaration of human rights adopted by the United Nations General Assembly in December 1984 guaranteed for the individual as a whole range of basic freedom, with education serving as a basic right necessary for the achievement of all other freedoms. The achievement of the right to education requires that young people be given the opportunity to acquire relevant knowledge, skills, attitude and values which will enable them live a happy and productive lives as individuals and discharge their social duties for the betterment of life in the society they belong to (UNESCO, 2012). Education refers to all the processes of development or training made available to all Nigerians to make them responsible and productive citizens. A broader view emerged which recognized that education occurred whenever, where-ever and however learning takes place. Education is also expected to produce citizens who can be

creative, cooperative and committed members of society, able to sustain happy and productive family life (Ojeibo, 2012).

Education aims at providing students with world of opportunities for self-improvement and greater participation in the wider society. The ability of young people to embrace the opportunities for employment, better and quality life, and positive attitudes towards contributing their own quota to the development of the society, depends to a large extent upon the type/quality of education and training they are exposed to. Education is a process of acculturation through which the individual is helped to attain the development of his potentialities, and their maximum activation when necessary, according to right reason and to achieve thereby perfect self-fulfillment. In this manner, education is not absolutely an end in itself it is largely a means to other ends (UNESCO, 2012). Therefore, education should be geared towards the development of the physical, mental and spiritual potentialities of the individuals. In short, education should concern itself with the cultivation of the whole person. Historically, people involved with provision and management of education have to make decision on such questions as “what should the school teach to achieve the ends”? How effective should this be? Today, with the influence of volumes of theories and the increase body of knowledge, we have to make more dedicated search of answers to these vital questions. These questions taken together from the core of planning and the word of “curriculum” form the very foundation of the entire educational process.

Benedict (1995) referred to curriculum as the totality of programmes of learning, activities and of guidance that a school provides to facilitate the all-round development of young or adult learners. To achieve the stated educational goals and objectives; the foundation of education system is based on the elements of psychology, philosophy and sociology in curriculum development process. Benedict (1995) concluded that curriculum is a vehicle through which education is attained in order to empower the youth or the students, curriculum should be effectively upgraded. Curriculum and teaching methods should be examined; students should be well prepared with higher level of formal education for useful living within the society. Students should be able to acquire relevant knowledge, skills, attitude, etc. for self-reliance. Majority of Nigerian youth are idle and some are involved in various vices due to unemployment. They do not have required skills to either fit into the various jobs available or create jobs (QAA, 2012).

Majority of youths in the society do not have financial capability to further their education to university level, hence such students need to be equipped with the skills required to develop their potentials for self-actualization and self-reliance. The inclusion of entrepreneurial skill acquisition into secondary school curriculum will help them to be self-employed and self-reliant. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. Entrepreneurship education teaches students to recognize and seize diverse opportunities for financial gain; this allows people to work in authentic environments that best suit them. As a result there is greater individual satisfaction as compared to conventionally employed workers. Market diversification increases a consumer’s options and allows for more dynamic

competition (Jones & English, 2004).

Entrepreneurship education will reduce the rate of unemployment in our country, National Policy on Education was well structured and the contents were adequately defined but the integration of entrepreneurship education calls for question. Thus, the integration of entrepreneurship education in secondary school curriculum is essential for youth empowerment and nation building towards sustainable development. Sustainable development is about an improvement of lifestyles, well-being and the preservation of natural resources and ecosystem for the present and future generations (Ukpore, 2009). Sustainable development is the development that meets the needs of the present without compromising the ability of the future generations to meet their own needs. The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different and often competing needs against an awareness of the environmental, social and economic limitations face by the society.

There is no gainsaying the fact that Social Studies occupies an important place in the development and advancement of any society. This is because Social Studies is found useful in man's daily existence, national economic development strategies, as well as in contributing to the intellectual development and discipline of its recipients (Meitzeiobi, 2000). Social Studies is one of the core subjects at the Upper Basic level and it is one of the most appropriate tools for achieving the educational goals and objectives of the country. Yusuf (2004) opined that Social Studies is geared towards producing individuals who will not only possess the capability to solve problems, but who can also contribute to the development of the society. In the National Policy on Education (NPE) (2004), one of the goals of the Nigerian Education is the development of individuals into sound and effective citizens.

Social Studies as a discipline aimed at achieving the NPE goal because it involves the integration of the individual into the community. Abdulahi (2006) explained that Social Studies programmes help students understand themselves in terms of their relationship to the world they live in. It is a problem solving discipline through which human beings study and learn about problems of survival in their environment. According to Ajitoni (2005), one of the cardinal objectives of Social Studies is to improve ethnic and other social relationships; self-esteem, produce better attitude towards the subject, the classroom and the school; and improve time on task.

Social Studies is aimed at equipping students with skills needed in solving problems of crucial importance to them and the society. The effective teaching of Social Studies could assist the citizens of Nigeria to make wise and informed decision that will be useful to them and the society, in solving problems of life. The cultivation of critical thinking skills among students, therefore, becomes one of the educational demands needed to achieve sustainable development in Nigeria. It is therefore clear that the emphasis here is on critical thinking education since this educational value is needed to be able to achieve the desired sustainable development. This study therefore explored the development of curriculum, effective entrepreneurship education in Nigerian secondary school system towards sustainable development and rationale for social studies education.

Curriculum Development

Over the years, scholars and curriculum developers have tried to define curriculum. Some likened curriculum to the various subjects, while some regarded it as the syllabus. And people like Wheeler described it as ‘planned and unplanned experiences offered to the learner under the guidance of the school’. However, the needs of individual members of the society vary from one individual to the other, this is because individual expectations differ. The curriculum can therefore be defined within the concepts described above as the planned and unplanned experiences offered to the learner within the school system. The planned experiences referred to those stated in the school curriculum as programme of study or learning; while the unplanned experiences are those other experiences offered to learners within the school system which would help in development of the learners’ cognitive, psychomotor and affective domains.

The word ‘curriculum’ is from Latin word ‘currere’ meaning ‘a course’ or ‘a track’. Curriculum can then be viewed as a course of learning activities set out for learners to perform and make learners achieve some specified goals – by the educational system (Benedict, 1995). Curriculum could be seen in more form than educational content. It is the planned composite effort of any school to guide learning outcome of the students. It is an attempt to communicate the essential principles and features of educational proposals in such a form that is opened to critical scrutiny and effective translation into practice. Curriculum is the offering of socially valued knowledge, skills and attitudes made available to students through a variety of arrangement within the school system.

Education is a social institution of the society designed by the society to enable society attains certain goal, thus the political, cultural, religious and economic situation of the society will determine the objectives. Education is a rational activity and as in all rational activities, attention is placed on the deliberate systematic and conscious planning. Curriculum development involves examining various variables before setting objectives for school curriculum. Such variables include various learning experiences both within and outside the school, society needs and expectations, etc. Therefore, according to Benedict (1995) curriculum development is defined as a planned, a purposeful, progressive and systematic process to creative positive improvements in the educational system. Whenever there are changes or developments happening around the world, the school curricula are affected.

A curriculum development process encompasses the design and development of integrated plans for learning, the design of implementation and the outcomes of the learning experiences. Curriculum matters mainly because of its potential impacts on students. The fundamental purpose of curriculum development is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning. Curriculum has three important components: (1) the intended outcomes, (2) what is taught (3) the manner of implementation. There are three types of curriculum: (1) explicit (stated curriculum), (2) hidden (unofficial curriculum) (3) absent or null (excluded curriculum).

The National Policy on Education: A Curriculum Approach

The discussion on the National Policy on Education will not be complete without a brief

discussion on the Nigerian Educational Research Council (NERC) now Nigerian Educational Research and Development Council (NERDC). NERC was set up in 1965 by the federal Ministry of Education in Lagos, charged with the responsibility of coordinating educational research in Nigeria as well as catering for curriculum development at the primary and teacher training levels. Members of the council consist of Federal Minister of Education and State Commissioners for Education who met in Federal and state capitals to deliberate and make recommendation on current issues in education. Due to the bulk of responsibilities with which the council is saddled, the Federal Military Government strengthened the NERDC by Decree 31 of 1st August, 1973 when it became autonomous. The council reviewed the purposes and objectives of education and made recommendations aimed at improving the curriculum of primary, secondary and teacher education. Apart from all the above, the council is to identify at a prescribe interval, Nigerian Educational Research problems. It is to maintain a central register for educational research projects, to publish the results of educational researches and to sponsor relevant national and international conferences. The Council's relevance could be seen in its spear-heading the curriculum conferences like that of 1969.

Over the years, the school curriculum has been changing due to the emerging needs and expectations of the society. As earlier mentioned, these emerging needs and expectations are influenced by other variables such as the societal values, norms and beliefs, individual members' needs and expectations etc. However, in curriculum development the philosophy and objectives of the society or nation is always considered before developing a new curriculum for the school. In Nigeria therefore, the five Basic national objectives as stated in the second National Development Plan are:

1. A free and democratic society
2. A just and egalitarian society
3. A united, strong and self-reliant society
4. A great and dynamic economy
5. A land of bright and full opportunities for all citizens.

Based on these five national objectives, the nation's educational objectives are derived. The educational objectives are:

1. The inculcation of national consciousness and national unity
2. The inculcation of the right type of values and attitudes for the survival of the individual and the Nigerian society
3. The training of the mind in the understanding of the world around
4. The acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

However, these educational objectives are also derived from the country's national values which are expected to be inculcated into the learners. The national values are:

1. Respect for the worth and dignity of the individuals
2. Faith in man's ability to make decisions
3. Moral and spiritual values in inter-personal and human relations
4. Shared responsibilities for common good of the society
5. Respect for the dignity of labour
6. Promotion of the emotional, physical and psychological health of all children.

The school therefore had changed its curriculum to reflect the present national values and educational objective with a view of achieving the country's expectation. There had been various systems of government from time to time ranging from 6-5-2-3 system of education to the present one, 6-3-3-4 system of education which was introduced in 1998 to replace 6-5-4. It was designed to bring about functionality in the system by producing graduates that can make use of their head, heart and hands (the 3H of education). The curricula of these systems of education do not make a learner to be self-reliant, independent or provide learner with right type of values, attitudes, skills, abilities and competences which will equip individuals to live in and contribute to the development of the nation. What we have are individuals who are dependent on the society and government for survival since the nature and type of education provided cannot adequately equip them with appropriate skills and abilities to be self-reliant.

Entrepreneurship Education

Education has been the axle for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. Recognizing the importance of education in national development, the policy makers (European Commission, 2006; UNESCO, 2012; QAA, 2012) have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as 'entrepreneurial skill development through education'. Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political, and economic etc. across the globe. Entrepreneurship is a multifaceted phenomenon; Ojeifo (2012) explained the genesis of the term 'entrepreneurship' from the French word 'entreprendre' which originally means an organizer of musical or other entertainments. A debate was noticed in the application of terms like entrepreneurship education versus enterprise education and a substitution of entrepreneurship education with entrepreneurial education. Jones and English (2004) opined that there is conceptual difference between entrepreneurship education and enterprise education: the former has to do with creating an attitude of self-reliance and the latter is for creating opportunity-seeking individuals. But to others, like Gibb (1993), the two terms are conceptually the same, but contextually different.

Another interesting observation is in the work of Jones and English (2004) who have constantly substituted entrepreneurship education with entrepreneurial education; and defining it as “a process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them”. Entrepreneurship education has been defined as a ‘collection of formalized teachings that informs, trains and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development’. Entrepreneurship education equips students with the additional knowledge, attributes and capabilities required to apply these abilities in the context of setting up a new venture or business. Enterprise education also known as entrepreneurial education is usually conceived more broadly, seeking to foster self-esteem and confidence by drawing on the individual talents, gifting and creativity while building the relevant skills and values that will assist students in expanding their perspectives on schooling and opportunities beyond. Enterprise and entrepreneurship are trans disciplinary, with a strong connection to issues of employability, innovation, knowledge transfer, commercialization and intellectual property that brings about entrepreneurship skill acquisition.

Sustainable Development

Sustainable development is about an improvement of lifestyles, well-being and the preservation of natural resources and ecosystem for the present and future generations (Ukpore, 2009). The concept of sustainable development can be interpreted in many different ways, but at its core is an approach to development that looks to balance different and often competing needs against an awareness of the environmental, social and economic limitations face by the society. The cultivation of critical thinking skills among students, therefore, becomes one of the educational demands needed to achieve sustainable development in Nigeria. It is therefore clear that the emphasis here is on critical thinking education since this educational value is needed to be able to achieve the desired sustainable development. The concept of “sustainability” is defined in various ways depending on the point of view of the person using the word. It begins to take shape and what it means becomes clearer only when used in connection with an object or something concrete. Recently, the concept has been used increasingly in conjunction with a specific object, e.g. sustainable resource use, sustainable agriculture, sustainable growth rates or sustainable development (Wolf, 1885 in Okoye, 2007).

Ugoh (2008) described sustainable development as a construct, which envision development as meeting the need of the present without compromising the needs of the future generation. It implies that while education meets the need of the present it does not compromise the ability of the future generations to meet own needs. Education is the means by which citizens can have better and quality lives; education provides the students with certain skills, knowledge and abilities/competencies that may be required later in life. Good education aims at providing students with world of opportunities for self-improvement and greater participation in the wider society. The ability of young people to embrace the opportunities for employment, better and quality life, and positive attitudes towards contributing their own quota to the development of the society, depends to a large extent upon the type/quality of education and training they are exposed to.

Sustainable development is a socio-economic concept whose content varies according to

the culture, time and perspective, and can only be properly understood by adopting the integrative approach involving ecological, social, political and economic considerations. Efforts aimed at making human beings possessing the required practical skills and creative solutions to these emerging challenges in a sustainable manner had also been intensified. Human development organization all over the world has organized several conferences aimed at bringing into fore enduring solutions to the problems of famine, drought, poverty, hunger, HIV & AIDS, climate change, etc in their environments. It was assumed that by 2015, most countries in the developing world would have minimized the effects of all these challenges in their environments. Prominent among these conferences was The United Nations Decade of Education for Sustainable Development (2005-2014) where requests were made that that sustainable development issues be incorporated into education in a holistic and trans-disciplinary manner. This involves the embedding of sustainable development competencies into existing education programmes,

The gap in the proposals in these conferences and the realities (results) on ground culminated into several other conferences held by the professionals in the field of teaching to align with the world targets of having a better planet to live by the 2030 in a sustainable manner. Prominent among these summits was the 2030 Education Agenda for Sustainable Development Goals (SDG). These goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face including those related to poverty, inequality, climate, environmental degradation, prosperity, peace and justice.

The Objectives of SDG (Education 2030) and Teacher Education in Nigeria

Education 2030 is an ambitious program that aims at:

1. Ensuring that all girls and boys complete free, equitable and quality primary and secondary education
2. Creating quality early childhood development, care and pre-primary education that will lead to primary education for both boys and girls
3. Enabling education to promote the acquisition of relevant skills for employment, decent jobs and entrepreneurship for both youths and adults
4. Promoting inclusive education for all
5. Using education to promote sustainable development for all including boys, girls and children with various forms of challenges
6. Substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states (Education 2030: 20-21).

Social Studies Education

Social Studies aims at producing educated individuals who can grow up to be responsible citizens of their nation. The main-stay of Social Studies is to build creative, caring and courteous

human beings out of children. Social Studies increases the possibility of children becoming knowledgeable individuals who can adhere to ethical and moral values in their life. Social Studies helps in giving children the opportunity to solve problems of crucial importance both to them and the society. The subject also introduces the students to the mode of critical thinking which is involved in decision-making and problem solving, and prepare students who will perpetuate and improve their society, thereby helping them sort out the confusion of social world, thus adding meaning to life. The Nigerian Educational Research and Development Council (NERDC) (1987) stated that Social Studies is concerned with the way human beings live and interact with the social and physical environment, and how science and technology help human beings live well in that environment. NERDC went further to state that the usefulness of Social Studies is enhanced when it is seen as a way of looking at society in order to understand social problems and thereby help to seek solution to them.

Ojedokun (2001) defined Social Studies as the modern study of an interdisciplinary and interrelated study of a topic, a problem, an issue, a concern or an appreciation. Social Studies is a problem solving approach through which human beings study and learn about problems of survival in the environment. It is the study of how human beings influence and is influenced by the physical, social, political, religion, economic, psychological, cultural, scientific, and technological environments. Ezegebe (2000) however, recognised Social Studies as an integrated programme that concerned itself with those subjects and skills that seem to be uniquely associated with citizenship. It is a programme of general education for young people, focusing on the study of human kind, societal institutions and relationship with nature and with one another. As a programme of general education, it prepares the young people to function as effective citizens.

Nigerian Educational Research and Development Council (NERDC) (1987) expressed that the focus of Social Studies are human beings and the environment, the coverage of the discipline includes geography, physical science, attitudes and values, drawn from history, geography, science, anthropology, sociology, psychology including science and technology. Olawepo (1995) added that the curriculum presents a unified integrated model for Social Studies, using concepts drawn from several single disciplines. However, the concepts, facts and generalization taken from social science disciplines blend completely, such that the disciplines are not acknowledged. It is a complete integration. Furthermore, Falade (2001) stated that Social Studies does not bring together useful ideas from social science subjects only, it also integrates relevant information from other disciplines. Falade stated further that the scope of Social Studies covers citizenship education, social sciences, and problems of political activities, booming population, family education, environmental degradation and physical environment.

The different definitions given to Social Studies indicate that its introduction into Junior Secondary School was not accidental. Michael (1995) listed the aims of Social Studies under three headings. The first is conceptual objectives that allow students to develop understanding of information, concept and main ideas. These include knowledge of social institutions, traditional values, and technological development etc. The second objective is inquiry objective; it emphasises skills development in processes, methods and mode of inquiry. Students should develop the ability to investigate problems, collect data, and make generalization. The third

objective deals with affective domain, which demonstrates individual and group's value and attitude. The aims and objectives of Social Studies are better understood with the background aims of education in Nigeria which, according to National Policy on Education (NPE) (2004), are: inculcation of right types of values and attitudes for the survival of individuals in Nigeria; the inculcation of national consciousness and national unity; training of the mind, in understanding of the world around; and acquisition of appropriate skills, abilities and competences both mental and physical as equipment for the individual to live in and contribute to the development of the society.

Rationale for Social Studies in Entrepreneurship Education

The eclectic nature of social studies contends that the modern, complex and dynamic society requires a comprehensive and balanced education in order to understand and cope with personal and societal problems. That is why social studies is eclectic in nature so as to tackle the challenges facing human beings. The pedagogical conception acknowledges the teaching of social studies as a subject in order to prepare the learners for advanced studies in upper classes. It is the process of acquiring skills in inquiry. The learners in the field must be adequately equipped with appropriate skills, values and appreciation for applying their knowledge especially in novel situation. Social Studies is a response towards a goal-oriented education that is geared towards sensitizing young people towards sustainable development (Ogundiran, Ogunjimi & Olayiwola, 2014).

The scope of social studies is quite extensive; it covers areas of knowledge, skills, attitudes and values with the ultimate aim of producing people who are socio-civically competent. The knowledge included in social studies will always relate to important generalizations about human relationship, institutions and problems in addition with important supporting facts to ensure that these generalizations are understood. In order to use knowledge effectively, the student must develop a variety of skills and abilities (Meitzeobi, 2000). The scope of social studies is not a static or a fixed one. It is ever changing with regard to the variables of space, time and human development. The scope varies depending on the level of students one is dealing with at any particular point in time. What we then see is spiral presentation of the content of social studies, facts, concepts, generalizations, skills, etc. derived from other disciplines, which have accumulated detailed knowledge about human beings. This accumulated detailed knowledge will bring about entrepreneurship skill acquisition towards sustainable development in the society.

Conclusion

Entrepreneurship education is seen as a tool to combat unemployment, reduce poverty level, develop self-reliance and create wealth and employment. The effective dimension of Social Studies education is concerned with the building of right type of attitude, values and norms. Education as a process of transmitting what is considered desirable, involves passing on the accumulated knowledge in three dimensions. The content of what is to be transmitted must be perceived to have intrinsic values, development of moral integrity, physical thinking and physical stability, are examples of educational activities that may be perceived worthwhile. Sustainable development is about finding better ways of doing things, both for the present and

future, citizens need to have a change of attitude towards work and life. Education for sustainable development is a lifelong process that leads to an informed decision and involved citizenry having the creative problem-solving skills, scientific and social literacy, and commitment to engage in locally and globally, that will improve the quality of life now without damaging the planet of the future.

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