

INCORPORATING SOCIAL ENTREPRENEURSHIP INTO SOCIAL STUDIES EDUCATION CURRICULUM: SOCIAL STUDIES TEACHERS PERSPECTIVES

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ABSTRACT: *Social entrepreneurship as a process that catalyzes social change and addresses important social needs in a way that is not dominated by direct financial benefits for the entrepreneur. Social entrepreneurship is seen as differing from other forms of entrepreneurship in the relatively higher priority given to promoting social value and development versus capturing economic value. The focal thrust of this paper is to explore the perspectives of social studies teachers towards integrating social entrepreneurship into social studies education in Odeda, Abeokuta South, Abeokuta North and Owede Egba Local Government Areas of Ogun State, Nigeria. A stratified random sampling techniques was used to select three hundred and twenty (320) social studies teachers in the study areas. Three null hypotheses were formulated to investigate the significance of the teachers perspective towards integrating social entrepreneurship into social studies education. A self made, validated questionnaire titled developing social entrepreneurship skills through Social Studies Education Questionnaire (DSSTSEQ) with a reliability index of 0.63 was used to elicit responses from the subjects of the study. With t-test statistical analysis at 0.05 level of significant, it was deduced that social studies teachers perspective of social entrepreneurship has a significant influence on integrating social entrepreneurship in social studies education. The implications of integrating social entrepreneurship into Social Studies Education were discussed and some necessary recommendations like government making available needed human and material resources, social studies educator reviewing their teacher preparation curriculum and other were articulated.*

KEYWORDS: Social Entrepreneurship, Social Studies Education, Entrepreneurs, Integrating.

BACKGROUND OF THE STUDY

Social entrepreneurship according to Ogunyemi (2008)^[1] is set to solve societal problems because of it innovative in nature. Social entrepreneurship borrows idea from business women and men, but it is not profit oriented like business enterprises. Social entrepreneurs are those whose target are not to make profit but always making sure to promote quality of life of the members in a specific community.

The human activity called social entrepreneurship indeed has a long history but its development as an academic field is fairly recent (Dees, 1998, Alvord, Brown and Letts, 2004, Mairs and Marti 2005).^[2] One of the pioneers in the field is J. Gregory Dees Professor of social entrepreneurship and non – profit management at the Duke University, U.S.A. Justifying this emerging field, Ogunyemi (2008),^[1] quoting Dees (2007)^[4] remarked that:

The time is certainly ripe for entrepreneurial approaches to social problems. Many governmental and philanthropic efforts have fallen far short of our expectations. Major social sector institutions are often viewed as inefficient, ineffective and unresponsive. Social entrepreneurs are needed to develop new models for a new century.

Social entrepreneurship according to Dees (1998)^[5] is to improve the situation of the society in order to give it a well-deserved place. This can be done, through either, education or health or public infrastructure. A social entrepreneur is like an individual who seek to improve the situation of the society; through his/her social mission. Social entrepreneurs are those who serve as agent of changes in the society by creating values and sustaining them. Dees (1998)^[6] characterizes social entrepreneurs as follow:

1. They struggle to make sure that new opportunities are created to meet the mission.
2. They continue to bring innovation for easy adaptation and learning.
3. They always act bold without minding the limited resources they have at their disposal.
4. They struggle to meet the conditions of success at different degrees.

Mair and Marti (2005)^[2] saw social entrepreneurship as a process involving the innovative use and combination of resources to pursue opportunities to catalyze social changes and/or address social needs. Although social entrepreneurs can make some profit in the course of their service delivery, such profits are ploughed back into the work of the organization rather than being shared among the shareholders. Tessema (2007)^[8] examines the contribution of social entrepreneurship in making sustainable development happen in Africa. The study provides the analysis of three care studies that operated in Africa and have been widely recognized as successful social entrepreneurship projects. According to Tessema, social entrepreneurship is noted to be viable in making to happen sustainable development in Africa.

Mitra (2010)^[9] examines the contribution of social entrepreneurship and corporate social responsibility in solving social problems of community. The study revealed that social entrepreneurship offers solution to the problem of humanity, but does not address sufficiently in terms of theory but mostly practical, and highlights the views of existing approaches, classification, and no limit, most many times and unanimously.

Social studies on the other hand is a natural development that has emerged as a result of cultural flow and transfer of ideas. It is a subject that emphasizes objectives before any content can be significance. The nature of social studies emphasizes the importance of man (Ellis 2002).^[10] Thus, the subject includes knowledge, skills, concepts, attitudes and values drawn from history, geography, physical science, economics, psychology, sociology, philosophy, music, arts, religion and anthropology just to name some of the major disciplines of study.

Thus, social studies is loaded with attitudes and value judgments as a way of developing children into mature and responsible people. The scope that is the level coverage, quantity and quality of content in social studies varies depending on the level on what to consider. An effective training in the social studies fields has the potential of making individual creative problem solvers just like social entrepreneur (Ogunyemi 2008).^[1] Therefore, integrating social entrepreneurship into social studies education curriculum will make the curriculum of social studies more viable and innovative in nature for students.

Purpose of the Study

- The purpose of the study is
- Investigate the perception of social studies teachers towards the development social entrepreneurial skill through social studies education.
- Determine gender difference in social studies teacher perception of developing entrepreneurial skills through social studies education.
- Verify the impact of conference and seminar attendance on social studies teachers' perception of developing social entrepreneurial skills through teaching social studies education.

Research Hypotheses

The following hypotheses were formulated to guide the study.

H₀₁: There is no significant influence of social studies teacher's perception on the developing of social entrepreneurial skills through social studies education.

H₀₂: There is no significant gender difference in the perception of social studies teachers towards the developing of social entrepreneurial skills in students.

H₀₃: There is no significant impact of conference and seminar attendance on the social studies teacher's perception of developing social entrepreneurial skills through social studies education.

METHODOLOGY

Research design for this study was survey method of descriptive research. All social studies teachers in Odeda, Abeokuta South, Abeokuta North and Owede Egba local government areas of Ogun State constituted the population of study. Four secondary school were purposely selected from each local government area, totaling sixteen (16) schools. Twenty social studies teachers were randomly selected from each school to represent the study population. In all 320 social studies teachers constituted the sample of the study. A self – designed questionnaire titled: developing social entrepreneurship skills through social studies education questionnaire (DSSTSEQ) was used to collect data from the participants of the study. The instrument was eight positively and eight negatively worded items making sixteen items, in 4 – likert scale format of Strongly Agree, Agree, Disagree and Strongly Disagree. The pilot study was conducted at Odeda Local Government Area of Ogun State. The collated data was subjected to cronbach alpha reliability which yielded an index of 0.63. Therefore the tool was highly valid and reliable. Data was analyzed using socio-demographic attitudes of the respondents were described in table of frequency distribution and percentages. The t-test analysis tool was used to test the set hypotheses at 0.05 level of significance.

Presentation of Result**Table 1: Social Demographic Attributes of Respondents**

Gender	Number	Percentage
Male	160	50.00
Female	160	50.00
Total	320	100.00
Educational Qualification		
NCE	132	42.00
1 st Degree and above	188	58.00
Total	320	100.00
Conference/Seminar Attendance		
Attended	89	27.00
No – attendance	231	73.00
Total	320	100.00

Source: *Field survey.*

This study is gender conscious as it involved one hundred and sixty male and female in research. One hundred and thirty two (42%) of the respondents have NCE while higher percentage of the respondents 188 (58%) have first Degree and above educational qualification. Also, two hundred and thirty – one (73%) of the respondents have not attended any seminar, workshop or conferences of social studies education before, while the remaining few percentage of the sample, 89 (27%) have taken part in social studies workshop, seminars or conferences before:

H₀₁: There is no significant influence of social studies teachers perception on the development of social entrepreneurial skills through social studies education.

Table 2: Teacher Perception of Developing Entrepreneur Skills through Social Studies Education.

Teachers Perception	N	X	s_{SD}	t-cal	C0.05 t-crit	df	R
Has influence	196	51.37	13.42	23.50	1.95	318	*S*
Influence	124	39.40	17.18				

* Sig (a) P<0.05.

When the data was subjected to t-test statistical analysis, the t-cal value of 23.50 was greater than the t-tabulated, t-critical of 1.95 at 0.05 level of significance. Therefore, the null hypothesis was not accepted.

Table 3: Social Studies Teachers' Perception Based on Gender.

H₀₂: There is no significant gender difference in the perception of social studies teachers towards the development of social entrepreneurial skills in students.

Gender	N	X	SD	t-cal	0.05 t-crit	Df	R
Male	160	44.95	44.61	1			
Female	160	45.13	47.11	1.74	1.96	318	N5

N5 at $P < 0.05$

When the value was subjected to t-test statistical analysis, the t-calculated value of 0.74 was lower than the t-tabulated value of 1.95 at 0.05 level of significance. Therefore, the null – hypothesis was accepted.

Table 4: Social studies conference and seminar attendance and perception of developing social entrepreneurial skill.

Conference Seminar attendance	N	X	SD	t-cal	0.05 t-crit	Df	R
Have attendance	89	54.36	11.70	16.67	1.95	318	*5*
No attendance	231	37.15	16.30				

*Sig at $P < 0.05$.

When the data was subjected to t-test statistical analysis, the t-tabulated value of 16.67 was greater than the t-tabulated value of 1.96 at 0.05 level of significance. Therefore, the null hypothesis was not accepted.

DISCUSSION OF FINDINGS

According to result presented and tested hypothesis, it was identified that the influence of teacher perception on developing social entrepreneurial skills through social studies education was significant. This may be due to the fact that the method each teacher uses in teaching – learning process is a function of the insight of the teacher. Whether to teach social studies and intimate students about the voluntary aspect of social studies as social entrepreneurship concept (Mair and Marti 2005).^[2]

Also the study indicated a non significant gender influence of the perception of social studies teachers on the development of social entrepreneurial skills through social studies education.

This may be owing to the fact that gender – issue depend on the perception of individual whether one is a male or female have no significance on social studies teacher innovations and knowledge translation into social entrepreneurial skills acquisition and teaching in social studies class. This study is in consonance with the work of David (2011),^[12] Nwaji (2011).^[13] Okpada (2011)^[14] as quoted by Akinloye (2012),^[15] that gender disparity play less on the entrepreneurship skills development. Furthermore, the social studies teachers perception of development of social entrepreneurial skills in students using social studies education was significantly influenced by the attendance at social studies oriented conferences and seminars. Social studies conference, seminars, workshops, symposia and training have significant impact on the insight and awareness of social studies teachers knowledge, innovations and creativeness in teaching – learning process. This findings Corroborate with Ogunyemi (2008),^[1] Adediran and Sobola (2012),^[17] Ogundare (2011)^[18] that social studies teachers attendance at conferences and workshops enhances their optimum productivity.

CONCLUSION

From the discussion and the analysis so far, incorporating social entrepreneurship into social studies curriculum will be a welcome development, because social studies and social entrepreneurship are interwoven because both concept are to develop man and his environment and also solve humans problems in a given society. The only problems is that social entrepreneurship is not well developed in the advanced countries not to talk of Nigeria, where most materials and facilities may not well harnessed for such programme. The need for social entrepreneurship concept in social studies curriculum is a welcome idea, therefore there should be avenue for training of personal or manpower who can embark on the programme.

RECOMMENDATIONS

- For innovations purpose, all stakeholders especially government, should play their roles in integrating social entrepreneurship into social studies curriculum inorder to make the curriculum more robust.
- Government must provide the necessary human and material resources.
- Teachers should be active to their responsibilities and be committed to change.
- Social studies educators must review their preparation curriculum programmes to ensure that social studies – teacher – trainees are themselves exposed to all the practical and social entrepreneurship innovation and activities in the different curriculum during training.
- There should be avenue to mount intensive education programmes to re-orientate social studies teachers on the proper implementation of the social studies curricula with the perspective of social entrepreneurial skills development.

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