

**PERCEPTION OF SENIOR SECONDARY SCHOOL STUDENTS ON CIVIC
EDUCATION AS A TOOL FOR PROMOTING ENTREPRENEURSHIP SKILLS IN
KADUNA STATE NIGERIA**

BY

**SHEHU, Ahmad
P15EDAS 8054
(NCE, FCE, K/GORA, B.Ed ABU)**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

APRIL,2021

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SHEHU Ahmad

**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN
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**DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

APRIL, 2021

DECLARATION

I SHEHU Ahmad declare that this dissertation entitled “Perception of Senior Secondary School Students on Civic Education as a Tool For Promoting Entrepreneurship Skills In Kaduna State Nigeria” has been written by Ahmad SHEHU and that it is a record of my own research work in the Department of Arts and Social Science Education, Ahmadu Bello University, Zaria, under the supervision of Dr.. I. D, Abubakar and Dr, M.A. Sarkin - Fada. The information derived from the literature has been duly acknowledged in the work and list of references were provided. I also declare that this work has never been presented wholly or partly for the award of Masters Degree elsewhere, to the best of my knowledge, I am liable for any mistake(s) in this work.

SHEHU, Ahmad
P15EDAS8054

Date

CERTIFICATION

This Dissertation entitled “PERCEPTION OF SENIOR SECONDARY SCHOOL STUDENTS ON CIVIC EDUCATION AS A TOOL FOR PROMOTING ENTREPRENEURSHIP SKILLS IN KADUNA STATE.” by Ahmad SHEHU meets the regulations governing the award of Master’s Degree of Education (Social Studies) of Ahmadu Bello University, Zaria and is approved for its contributions to the knowledge and literacy presentation.

Dr. I. D Abubakar
Chairman, Supervisory Committee

Signature

Date

Dr. M.A. Sarkin-Fada
Member, Supervisory Committee

Signature

Date

Dr. Abdullahi M. Aminu
Head of Department Arts and Social Science Education

Signature

Date

Prof. S. A. Abdullahi
Dean, School of Postgraduate Studies

Signature

Date

DEDICATION

This research work is dedicated to the entire family of Alh. Shehu Kurna and his Late wife
Hajiya Rabiaatu Shehu Dalhatu.

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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 Kaduna State Nigeria. The study was guided by six (6) objectives, research questions and corresponding hypotheses. The work adopts descriptive research design it has total population of six thousand one hundred and one (6,101) students out of which 365 was selected as the sample for the study. Questionnaire titled Civic Education as Tool for promoting entrepreneurship skills Questionnaire (CETPES) was used for data collection with. A mean scores of 50.83, 60.32 and 61.1 were established. Simple percentage was used to compute the bio-data of the respondent, descriptive statistics of means and standard deviations were used to answer the research questions, while the hypotheses were analyzed using t-test statistics. Thus, the study conclude that Entrepreneurship skills provide students with the training and support to establish career in small and medium size business acquisition of basic skills for productive and profitable ventures; it also enhance 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. It also recommends that, Graduates that read Civic Education should be given soft loans to establish small scale industries for economic growth and National Development; 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.

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LIST OF ABBREVEATIONS

ABU	Ahmadu Bello University
ASESP	African Social and Environmental Studies Programme
BEC	Basic Education Curriculum
CESAC	Comparative Education Study and Adaptation Centre
COE	Colleges of Education
FCE	Federal College of Education
FCT	Federal Capital Territory
JETERAPS	Journal of Emerging Trends in Educational Research and Policy Studies
MDGs	Millennium Development Goals
NCE	Nigeria Certificate in Education
NEEDS	National Economic and Empowerment Development Strategies
NERDC	Nigeria Educational Research and Development Council
NNTEP	Northern Nigeria Teachers Education Project
OECD	Organization for Economic Cooperation and Development
PPMC	Pearson Product Moment Correlation
SSS	Senior Secondary School
SOSAN	Social Studies Association of Nigeria
SWOT	Strengths, Weaknesses, Opportunity and Threats
UBE	Universal Basic Education
UPE	Universal Primary Education
US	United State
USAID	United States Agency for International Development

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

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 enhance 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.

Indeed, the 1968 Mombassa Conference formally and officially adopted Social Studies to achieve this purpose. This marked a new beginning of Social Studies in Nigeria. Prior to the Mombassa Conference of 1968, there were some other efforts in Social Studies education. Perhaps, the early beginning of a truly indigenous Social Studies Programme in Nigeria was the Aiyetoro experiment known as the “Ohio Project”, which was a programme of educational partnership between the government of the then Western Region of Nigeria and the University of Ohio in the United States of America (Makinde, 1979). This led to the teaching of Social Studies to teachers and the subsequent production of a Social Studies syllabus and a textbook.

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 2010) 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 (2014) 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 eg religion, blacksmithing, farming, knitting, pot marking etc. It also teaches relationship that provides skills that promote interpersonal relationship eg honesty, tolerance, kindness, caring and patience

The establishment of the modern and commercial schools dated back to 1950 by the colonial masters to promote entrepreneurship skills. The introduction of Business Education into

secondary schools curriculum in the defunct Western and Eastern Regions of Nigeria in 1960s, and as well as the National Policy on Education brought Business Education to limelight at all levels of the Nigerian educational system and subsequently the National Policies that had been designed have more often than not emphasized the indispensable need of entrepreneurship skills. 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 (2009) 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.

It is in this light that this work attempt to analyze the perception of Senior Secondary School students on the efficacy of Civic Education as a Tool for Entrepreneurship in the demanding Nigeria mini markets.

1.2 Statement of the Problem

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.

It became evident that the lack of Civic Education and patriotic orientation had 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.

The development of the socio-economic skills is highly needed in our educational system, in that it would go along way to promote national development, technological emancipation, industrial expansion and entrepreneurship opportunities. Therefore, the problem of this study hinges on the determination of the extent to which senior secondary student's perceive Civic Education as tool for promoting entrepreneurship skills in Kaduna State.

1.3 Objectives of the study

The main objective of this study is to investigate the perception of Senior Secondary School (SSII, SSIII) students on Civic Education as a tool for promoting entrepreneurship skills among the senior secondary schools students in Kaduna State.

The specific objectives for this study are to:

- i) Determine the perception of male and female senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,
- ii) Find out the different perception of SSII and SS III students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,
- iii) Examine the different perception of male and female senior secondary school students on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,
- iv) Examine the different perception of SSII and SSIII students on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,
- v) Ascertain the different perception of male and female senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills through Civic Education in Kaduna State,
- vi) Determine the different perception of SSII and SSIII students on the physical ability as a tool for promoting entrepreneurship skills through Civic Education among senior secondary school students in Kaduna State,

1.4 Research Questions

The following research questions are set to guide the study.

- i) What is the difference in the mean perception scores of male and female senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State?
- ii) What is the difference in the mean perception scores of SSII and SSIII students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State?
- iii) What is the difference in the mean perception scores of male and female senior secondary school students on the values of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State?
- iv) What is the difference in the mean perception scores of SSII and SSIII students on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State?
- v) What is the difference in the mean perception scores of male and female senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills through Civic Education in Kaduna State?
- vi) What is the difference in the mean perception scores of SSII and SSIII students on the physical ability as a tool for promoting entrepreneurship skills through Civic Education in Kaduna State?

1.5 Null Hypotheses

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

H₀₁: There is no significant difference between male and female senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,

H₀₂: There is no significant difference between SSII and SSIII students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,

H₀₃: There is no significant difference between male and female senior secondary school students on the values of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,

H₀₄: There is no significant difference between SSII and SSIII students on the values of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State,

H₀₅: There is no significant difference between male and female senior secondary school students on their physical ability as a tool for promoting entrepreneurship skills through Civic Education in Kaduna State,

H₀₆: There is no significant difference between SSII and SSIII students on their physical ability as a tool for promoting entrepreneurship skills through Civic Education in Kaduna State,

1.6 Significance of the Study

The significance of the study are numerous that it include among others the following:

Stakeholders in education (education planners, policy makers and administrators) in Nigeria who often concentrate on the factors affecting students learning will find the study useful in providing the pedestal for further action. The finding of the study may be used for adjustment where necessary in the senior secondary school curriculum in line with the need for promoting entrepreneurship skills among senior secondary students in Nigeria.

Curriculum designers and planners will also benefit from the findings of the study so as to make adjustment where necessary in the curriculum in line with the need for promoting entrepreneurship skills among senior secondary students in Kaduna State, Nigeria.

Department of Political Science and Social Studies in Universities and Colleges of Educations, where they produce teachers who are implementers of Civic Education will gainfully derive benefits from the study. This will be done through the insight gained from areas such as adequate resources, lack of stability in the Civic Education programme, methodology and so on.

Educational researchers will use the study as a stepping stone for solution to the societal problems on the issue of entrepreneurship skills education among the senior secondary students. It serve as incentive for teachers to be hard- working in producing graduates that will be self employed

A well designed Civic Education programme will benefit the society by reducing the rate of societal vices among members and increasing self- confidence that enable individuals to use the available resources within their immediate surrounding for economic enhancement.

This will served as a source on information to students who are always on the look out for reliable information about Civic Education. The availability of such information will help the student on the subject matter.

The knowledge and skills acquired will be beneficial to the youths/or general public to become employers of labour which could help immensely in line with the intention of government in producing self- reliant citizens.

Guidance and Counseling personnel in schools will get the finding of the study worthy as a guide to help the students to make good career choices to solve their socio-economic challengers as well as encourage them to continue their education at the same time.

The findings of the study will serve as a reference point for further research by researchers on the transfer of value of Civic Education for attainment of attitude and values for entrepreneurship skills as the right spirit among the Nigerian students for socio-economic development of the country.

1.7 Scope of the Study

The study is limited to Senior Secondary School Civic Education Students in Kaduna State, Nigeria. It was also limited to perception of Senior Secondary School Students on Civic Education as a tool for promoting Entrepreneurship Skills among students which will enable them to be independent rather than being dependent on their parents, society or government.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The objective of this chapter is to review information relevant to the study. Thus, The Literature reviewed in respect to the perception of senior secondary school students on Civic Education as a tool for promoting entrepreneurship skills among Senior Secondary Schools in Kaduna State are under the following sub-headings;

- Theoretical Framework;
- VASK Theory;
- Structural Functionalist Theory;
- Conceptual Framework;
- Concept of Perception;
- Concept of Civic Education;
- Objectives of Civic Education;
- Historical Background of Civic Education in Nigeria;
- Nature and Scope of Civic Education;
- Challenges of Civic Education in Nigeria;
- Concept of Entrepreneurship;
- Concept of Entrepreneurship Education;
- An Overview of Civic Education Curriculum Content.;
- Entrepreneurship Education in Nigeria;
- Objectives of Entrepreneurship Education;
- Forms of Entrepreneurship Education;
- Entrepreneurship Skills and Civic Education;
- Review of Related Empirical Studies; and
- Summary.

2.1 Theoretical Framework

The chapter looks at Vask and functionalists theories that are related to the study

2.2 VASK Theory

This theory was propounded by Adeyoyin (1993). It is largely instrumental in increasing our level of awareness regarding actual provision of the knowledge content and subject matter established into the framework of the civic education curriculum. The Theory also offered students an appreciable measure of insight into the pedagogical implication deriving from it. It derives nourishment and substance from four sources, which falls within the general category of information to learn. These four commonly used categories according to her are; knowledge, skills, attitude and values. She endorsed that these categories provide the necessary basis and framework for the theory and for the formulation and examination of a large perception of the curriculum content from where Civic Education was derived.

Adeyoyin (1993) was of the opinion that the skills category which has bearing on this study, calls for development of a variety of skills including “thinking skills, “academic skills” and “social skills: Thinking skills include abilities as describing, defining, classifying, hypothesizing: generalizing, predicting, comparing and contrasting and offering new ideas. Academic skills include: reading, viewing, writing, speaking, listening and interpreting maps, outlining graphing, charting, note making and note taking. Social skills include the ability to cooperate harmoniously with others on small and large group projects, ability to provide effective leadership when necessary.

In addition, the literature was built on the work of Williams (2003) who observes that training programme in our institution have concentrated more on teaching knowledge and skills in principles devoid of practical experiences in related field. Hence, more emphasis needs to be laid on skills acquisition for entrepreneurship, which would help Nigerian graduates function

effectively in the world of work. Therefore; civic education has immense implication for the development of socio economic skills. The development of the socio economic skills is highly needed in our educational system, in that it would go a long way to promote national development, technological emancipation, industrial expansion and entrepreneurship opportunity

Oyesikun and Danladi (2010) opine that in the area of skills acquisition civic education is expected to emphasize requisite skills and ability to live and work together, exhibit discipline in public places be courteous, have self control and, self confidence (social skills), managerial manipulating skills, appropriate leadership skills.

2.2.2 Structural Functionalist Theory.

Also known as Equilibrium Theory. The founders of this theory are Redcliff Brown, Malinowski, Durkheim, Spancer and Parson. The Functionalist theory is a sociological paradigm that originally attempted to explain social institutions as a collective means of fulfilling individual biological needs. Later, the theory came to focus on the ways in which social institution in the society fulfill social needs particularly social stability.

The Theory provides the importance of education as a means of solving problems (unemployment) in order to regulate and create new social order (job creation). According to Spencer the concept originated from functionalist school of thought. According to Perrin, (1976) Society functions based on independent relationships that exist among the various social institutions that form the society This is likened to human body whereby each part performs functions for the continuous regulation of the whole body. He compares society and human body stressed that, any attempt to understand any part of the body organ must be done relating to the other parts of the body, because they all function to contribute towards the sustenance and

maintenance of the whole body system. Therefore, the various social institutions exist based on the essential functions they perform in the society.

The Functionalist theory was adopted in this study, because of increase number of unemployed graduates that resulted to increase social vices within the environment which constitutes a very serious challenge to our education and socio-economic stability of our society. This is against the present global dynamic of the environment which requires innovative education that will revolve around needs of the youth, communities and employers of labour. Since education is a means of solving Society problems that, functions based on independent relationships that exist among the various social institutions. Entrepreneurship Education imparted to learners will enable them to use their skills and initiative to create wealth for self-reliance so that products of our school system could contribute their own quota for the attainment of better and well balanced, stable development of our society.

2.3 Concept of Perception: Like most concepts within the social science disciplines, perception (some scholars refer to it as social perception), from the layman's understanding, however, it simply means an act of being aware of "one's environment through physical feeling. Put simply an individual's ability to understand things around. According to NOUN (2009), perception is a process of interpreting information about another person. This definition has clearly highlighted that the opinions you form about another person depends on the amount of information available to you and the extent to which you are able to correctly interpret the information you have acquired. In other words, you may be in possession of the same set of information that other people have on a particular situation, person or group, but still arrive at different conclusions due to individual differences in the capacity to interpret the information that you all have. Thus, many social psychologists have tended to develop the concept around

one of its most essential characteristics that, the world around us is not psychologically uniform to all individuals. This is the fact, in all probability, that accounts for the difference in the opinions and actions of individuals/groups that are exposed to the same social phenomenon. Based on the above, perception is viewed as a process whereby people select, organise, and interpret sensory stimulations into meaningful information about their work environment. thus, perception simply means a process by which we form impressions of other people's traits and personalities by referring to "our senses" as the means of data collection. In order to shed more light on this concept, it is important for to pay attention to the following elements of the above definitions of perception listed by (NOUN,2009):

1. Our attention, feelings and the way we act are influenced by our environment;
2. Perception helps you to gather data from your surroundings, process the data and make sense out of it;
3. In perception, it is sometimes difficult to separate the information from the action;
4. It is basically a process of gaining mental understanding; and
5. Perception guides the perceiver in harnessing, processing and channeling relevant information towards fulfilling the perceiver's requirements.

The above listed items are relevant to this study to enable students pay attention, process data channel relevant information within and outside the environment toward theperceived Entrepreneurship intension without delay

2.4 Concept of Civic Education

Oyesiku (2015) said Civic Education is a discipline that makes the learner to be well informed with values, attitude and desirable skills that make them valuable, functional and meaningful in the society and also equipped an individual to become competent, productive, self-

employed, self reliance so that he can add value to the society rather than become liability. Solomon (2015) views Civic Education as a discipline that investigates human activities at home, at school, at worship, at play, in villages, in politics, in short everywhere that man engages in his daily activities of living, as such it studies man in totality.

Sakina,Rashida and Zulyadaini (2015) see Civic Education as the study of society and also a subject that deals with man and his environment and how all the happenings in the society in turn affect man. Ruth and Shuaibu (2011) perceive Civic Education as systematic and deliberate planned curriculum in its own that differs in method and techniques.It borders on issues and problems of man activities both physical and social problems towards effective development of intellectual social habit, values, attitude and competence both physical and mental in nature that will bring the reality of everyday is societal living to the learner with the desire to making them acquire attitude, values and skills required not only to be responsible, but also self reliant and discipline members in the society as tools for unity in the society. As Civic Educationa consequences is seen as an instrument of positive change in the society.

The scope of Civic Education is also supported by the idea that American Schools have a distinctively civic mission that had been recognized since the earliest days of the Republic. Jefferson, Madison, Adams, and others realized that the establishment of well-constructed political institutions was not in itself a sufficiently strong foundation to maintain constitutional democracy. They knew that ultimately a free society must depend on its citizens for their knowledge, skills, and civic virtues. They believed that the civic mission of the schools is to foster the qualities of mind and heart required for successful government within a constitutional democracy.Americans still believe that schools have a civic mission and that education for good citizenship should be the schools' top priority. The 28th Annual Phi Delta Kappa/Gallup Poll

conducted in 1996 asked respondents what they considered to be the most important purpose of the nation's schools, apart from providing a basic education. "To prepare students to be responsible citizens" was considered "very important" by more people than any other goal. Nationally, 86 percent of those with no children in school and those with children in public schools were in agreement; the percentage in agreement rose to 88 percent for nonpublic school parents. When Phi Delta Kappa/Gallup conducted a follow-up poll of teachers the results were the same (Langdon, 1996.) Eighty-four percent of America's teachers said "to prepare students for responsible citizenship was very important," while another 15 percent called it "quite important." A survey that compared results from the United States with those of eleven other countries in the Organization for Economic Cooperation and Development (OECD) also is revealing (U.S. Department of Education, 1997). When Americans were asked which qualities or aptitudes schools consider "essential" or "very important," 86 percent said, "being a good citizen." Unfortunately, when Americans were asked if they had confidence that schools have a major effect on the development of good citizenship only 59 percent said that they did. For the reasons stated above, I think the respondents are overly optimistic.

In my opinion, Civic Education is a specialized area of study that deals with the acquisition of knowledge and concept, changes in value and attitude and the development of skills both intellectual and manipulative to enable the learner to take rational decisions on problems that affect him in the society.

Kaduna State Support for Civic Education

Compared with other fields the financial support for Civic Education from the Federal Government is modest. Congress and the Reagan, Bush, and Clinton administrations, however,

had given increased recognition to the field of Civic Education for more than a decade. In 1986, the Commission on the Bicentennial of the U.S. Constitution was established and chaired by the late Chief Justice Warren E. Burger. Justice Burger stated that he wanted the legacy of the Commission to be a "history and civics lesson for all Americans." The Commission initiated civic education programmes focusing upon the Constitution that are widely used in the United States today and are used increasingly in other developing democracies. The work of the Commission was the first major, broad-based, and national initiative in the renewal of civic education. The nations legal community made impressive contributions to this initiative. Prominent among those involved were the American Bar Association, state and local bar associations, the Judicial Conference of the United States, Federal District Court Associations, and the John Marshall Foundation.

Under the Bush and Clinton administration the Center was supported in developing the National Standards for Civics and Government. It supported many States including Kaduna State and its local education agencies in setting their Civic Education goals to meet the National Standards. Also the National Assessment of Educational Progress in Civics and Government based upon the National Standards. It is undoubtedly there are some of the shortcomings of present programmes in Kaduna State in promoting improvement in the field. Outstanding teachers, high quality programs, public opinion, and private sector and federal support are some of the "oases" in the present field of Civic Education. Many outstanding teachers and programmes are making significant contributions to the preparation of Kaduna State youth to become competent and responsible participants in our political system.

2.4.2 Characteristic of Civic Education

According to Birzea (2005), Civic Education is a life-long learning experiences in the sense that it occurs during the entire life course. It begins from the day the child is born and it continues throughout his life span. It includes:

- i A series of learning environment inside and outside formal institutions;
- ii An educational programme which aims at preparing individuals and communities for civic and political participation;
- iii It further strengthens the civil society by helping to make its citizens informed and knowledgeable and endowing them with economic skills, programme that implies respecting rights and accepting responsibilities;
- iv A programme that values cultural and social diversity;
- v Civic Education is social learning. It is learning in society, about society and for society; and
- vi Civic Education promotes egalitarianism in a democratic and multi-cultural society.

Looking at the above objectives, it can be deducted that, inclusion of entrepreneurship skills in secondary schools will create awareness in the Youth and promote the spirit of self dependent and self employment.

Considering the rate at which cost of education is too high for some parents or families to afford, a graduate of secondary education, having completed his studies and acquired various skills may help prepare him for both community and political participation, economic growth, accepting responsibilities.

Based on the above characteristic items (i, iii and v) are relevant to the study.

According to National Policy on Education (2008), the following Objectives of Civic Education:

- i. Offers diversified curriculum to cater for the differences in talents, opportunities and future role;
- ii. Provides trained manpower in the applied science, technology and commerce;
- iii. Provides entrepreneurial, technical and vocational education-specific skills for self-reliance, and economic development;
- iv. Develops and promote Nigerian languages, art and culture in the context of worlds cultural heritage;
- v. Inspires students with a desire for self-improvement and achievement of excellence;
- vi. Foster patriotism and national unity ,with an emphasis on the communities in spite of our diversity; and
- vii. Raises morally upright and well adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

Based on the above objectives items (i, iii, vi and vii) are relevant to the study.

According to NERDC (2012),the following objectives of Civic Education are to:

- i. Promote the understanding of the inter-relationship between individuals,society and government;
- ii. Inculcate in students their duties and obligations to the society;
- iii. Inculcate in students to acquire the learning skills, attitudes, knowledge and values that will prepare them to be competent and responsible citizens throughout their lives;
- iv. Inculcate the spirit of self-discipline, hard-work cooperation and respect for constituted authorities; and

v. Attain the need of Millennium Development Goals.

The objectives of Civic Education are reflection of National Educational Goals these are:

- i Inculcation of national consciousness and national unity,
- ii Inculcation of right types of value and attitudes for the survival of individual and Nigerian society;
- iii The training of the mind in the understanding of the world around and
- iv The 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.

According to Centre of Civic Education, (1994) Civic Education is the process of educating citizens on their right, duties and responsibilities to empower and motivate them, identify what areas they can promote entrepreneurship skills and effectively participate in, what they can do to influence political and economic outcomes and thereby improve the quality of governance at both local and national levels. Baumann (2013) highlights the following as the roles/ importance of Civic Education:

- i) To help prepare students for a lifetime of active citizenship;
- ii) These enhance the government's transparency and contribute greatly to credibility and public confidence in the systems.
- iii) a critical and effective empowerment tool for promoting citizen's with entrepreneurship skills for participation in the development processes;
- iv) to help citizens be active participants, by informing them about their rights, roles and responsibilities. Such information is empowering, the citizens to interrogate the practice of governance and subjecting it to scrutiny on the government's

stewardship in delivering its mandate and in utilizing the resources at its disposal,

- v) it empowers citizens both as individual and as part of collective grouping in the society, with knowledge, requisite skills, motivation and confidence to assert and exercise their right and responsibilities in holding the government accountable.

2.4.3 Historical Development of Civic Education in Nigeria

The history of Civic Education in Nigeria can be categorized into the following stages: (i)

The Informal or Traditional Era (ii) Single Subject Era (iii) Integrated Era (iv) Disarticulation Era (v) Merging and Harmonization Era.

The Informal or Traditional Era

Civic training is not a recent development in Nigeria. Before the amalgamation in 1914, Civic Education was part of the informal or traditional education in the different localities that were merged together as a single nation. Training for civic responsibility and effective citizenship were essential aspects of traditional education in various parts of Nigeria. Before the introduction of western education in Nigeria, the existing traditional education was concerned with training the children for social responsibility and political participation. Fafunwa (2004) explained that indigenous African education places considerable emphasis on character training. It emphasizes social responsibility, job orientation, political participation, spiritual and moral values. In the traditional Nigerian society, all parents want their children to be upright, honest, kind and helpful to others. Therefore, training for civic responsibility is one of the major goals of the traditional education. The child is made to acquire the skills and values that will make him to function effectively and efficiently in the civil society. Adeyemi and Salawudeen (2014) identified some of the virtues that are emphasized in the traditional Yoruba society as: justice and fair play, hard-

work, respect and humility, decency and morality, patience and endurance, honesty and transparency, cooperation and good behaviours.

Single Subject Era

During the colonial era and shortly after the Nigeria independence, Civics was taught as a single subject in the Nigeria elementary schools. Ogundare (2011), points out that, in Nigeria, before and immediately after independence in 1960, the upper primary and lower classes of secondary schools were offering Civics to their pupils. The subject lost its status and identity to what was called General Knowledge and with the coming of Social Studies in 1971, Civics became an integral part of Social Studies. Commenting on the goals of Civics at that time, Falaye (2008) emphasizes that, Civics teaches the learner how men and women organize, regulate and manage their desires, feelings, works and their lives in such a way that peace, law and order exist in the society. The subject deals with the qualities which every member of the community must possess, the duties expected from each citizen and the rights, which each citizen should enjoy. The purpose of teaching this subject at that time was to develop in the child those attitudes and skills required for participation in the civil society. Some of the contents of the subject are: levels, arms and duties of the government; Nigeria and the outside world; the individual in the society; voluntary organizations; democracy, rights and duties of the citizen. Apart from the formal teaching of Civic Education concepts in the primary and secondary schools, voluntary youth associations were organized. Some of the youth organizations that were established include: Boys Scout, Girls' Guides and Boys' Brigade. These organizations were meant to give the youths the opportunity to serve the community. The operations and activities of the voluntary associations were meant to inculcate in the youths the values and traits of good citizenship.

Integrated Era

After the Nigeria independence in 1960, it was discovered that the inherited school programmers were foreign in nature. They had little or no relevance to the prevailing problems and situations in the country. As a result of this, there was the need to revamp the school curriculum. The search for the kind of school programmers that could develop in the citizens those knowledge, skills and attitudes that they need to be useful to themselves and the society at large led to the introduction of the Integrated Social Studies in Nigeria in the 1960s. With the coming of Social Studies, Civics became an integral part of Social Studies in 1971 (Ogundare, 2011). Civic concepts like citizenship, democracy, civic rights and responsibilities, leadership and followership were incorporated into the Social Studies Curriculum. The integration of Civic Concepts into Social Studies Curriculum was possible, because Social Studies teaches values and social norms. According to Mezieobi (2011), Social Studies Curriculum provides wide arrays of contents and learning experiences to promote the frontiers of Civic Education. Ogundare (2011) pointed out that during the 1991 Curriculum Review Conference, it was decided that Citizenship Education should be taught as part of Social Studies at certain levels of education in Nigeria.

Disarticulation Era

According to Jekayinfa, Mofoluwawo and Oladiran, (2011); The then Nigerian government started a 9-Year Basic Education Programme in order to attain the Millennium Development Goals (MDGs) by 2015. The 9-Year Basic Education Programme was also aimed at implementing the objectives of the National Economic and Empowerment Development Strategies (NEEDS). The objectives of NEEDS are: value-reorientation, poverty eradication, job creation, wealth generation and using education to empower people (Nigerian Educational Research and Development Council- NERDC, 2007). In view of this, there was need to review,

restructure and re-align the existing primary and junior secondary school curricula into a 9-Year Basic Education Programme. In 2005, the National Council on Education approved a new curriculum structure for primary and junior secondary schools in Nigeria. The newly approved curriculum is referred to as the Universal Basic Education (UBE) Curriculum. The UBE Curriculum structure provided for Lower Basic Education Curriculum (Primaries 1-3); Middle Basic Education Curriculum (Primaries 4-6) and Upper Basic Education Curriculum (JSS 1-3). An important aspect of the new UBE Curriculum was the introduction of new school subjects at the Lower, Middle and Upper Basic Education levels. This was responsible for the re-emergence of Civic Education, as a separate school subject, at the primary and secondary school levels. Civic Education contents were disarticulated from Social Studies and by 2007, a 9-Year Civic Education Curriculum for the Basic Education Programme was designed. Since then, Civic Education is taught as a separate and compulsory school subject in Nigerian primary and secondary schools. Commenting on the introduction of Civic Education as a compulsory subject, Sam Egwu, a former Minister of Education declared that it was part of President Umaru Yar'Adua's 7-point agenda geared towards the enhancement of human capital development. The introduction of the subject was designed to refocus, re-invigorate and reposition our great country to further realize her full potentials as envisioned by our founding fathers.

Merging and Harmonization Era

In October 2010, the President Umaru Yar'Adua of the Federal Republic of Nigeria convened a National Stakeholders Forum to deliberate on the State of Education in Nigeria. Delegates at the summit called for immediate action to reduce the number of subjects offered at the Basic Education level. Consequently, NERDC was directed to review the 9-Year Basic Education

Curriculum (BEC) in line with therecommendations of the Summit (NERDC, 2012). In view of this, related UBE school subjects were merged to form new subjects. For instance, Islamic Studies, Christian Religious Studies, Social Studies, Civic Education and Security Education were merge to form a new school subject called Religion and National Values .According to NERDC (2012), in the context of the current reduction, selection and harmonization of the UBE Curriculum title, Religion and National Values is the umbrella embracing the previously autonomous subjects of Religious Studies (Christian Religionand/Islamic Studies), Civic Education, Social Studies and a new addition, Security Education. The rationale for the new title is the need to emphasize the importance of values across the educational spectrum. In this new arrangement, each of the subjects that was merged becomes a theme under theumbrella subject title.

The introduction of the Civic Education which is a key factor on this study was designed to refocus, re-invigorate and reposition our great country to further realize her full potentials as envisioned by our founding fathers.

2.4.4 Nature and Scope of Civic Education

According to Alexander (2012), 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 toDonald &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. The content of Civic Education can be discussed under the following sub-headings:

2.4.5 Civic Knowledge

Knowledge of the ideals, values, and principles set forth in the nations 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

Intellectual and Participatory Skills

Intellectual and participatory skills, there is a need to be able to think critically about political, economic, social issues, its history, its contemporary relevance, as well as command of a set of intellectual tools or considerations useful in dealing with such an issues.

Civic Dispositions: Essential Traits of Private and Public Character

Civic dispositions refer to the traits of private and public character essential to the maintenance and improvement of Federalism. Civic dispositions, like civic skills, develop slowly over time and as a result of what one learns and experiences at the home, school, community, and organizations of civil society. Those experiences should engender understanding that democracy requires the responsible self governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self discipline, and respect for the worth and human dignity of every individual are imperative. Traits of public character are no

less consequential. Such traits as public spiritedness, civility, respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise.

The above are part of the component for human interaction inculcate by Civic Education to promote entrepreneurship eg respect for the rule of law, critical mindedness, and willingness to listen, negotiate, and compromise

2.4.6 Challenges to Teaching of Civic Education in Nigeria

According to Adenipekun (2010), the Reviewed Senior Secondary School Education Curriculum (RSSEC) that contains Civic Education and whose implementation has commenced since September, 2011 has thrown up a big challenge to teachers and educators in the nation's "Colleges of Education, Polytechnics and Universities as they have to review their teacher preparation programmes in the context of knowledge of subject matter, teaching skills and competencies the subject faced the following challenges :.

Lack of Emphasis on Civic Education and Character Training.

According to (Bello-Imam and Obadan, 2004) Civic Education is not given the required prominence in the Nigeria school programme. Before Independence in 1960, the colonial education had little or no relevance to the socio-cultural and political situations in Nigeria. At present, the Nigerian society places emphasis on certificates and wealth without corresponding emphasis on character. Consequently, rather than producing objective and patriotic human beings, the Nigeria educational programme produced many uncritical citizens who are also selfish and indifferent to public affairs.

Non implementation of Civic Education Programme at the Senior Secondary School Level.

According to Jekayinfa, Mofoluwawo and Oladiran (2011) between 1971-2007 Civic Education was taught as an integral part of Social Studies. However, the teaching of Social Studies was not implemented at the senior secondary schools in Nigeria. This implies that, at the critical time when the Nigerian youths need effective civic training, there was no adequate provision for Civic contents in the school programme. It became evident that, the lack of Civic Education and patriotic orientation had led to disorientation in schools and the larger society. The consequences were being felt at 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.

Disorganized and Duplicated Civic Education Curriculum

According to Abubakar (2017) Social Studies was phased out from Ahmadu Bello University for long time which affects the department in many ways the disarticulated era of Civic Education in Nigeria was characterized by disorganized curriculum content particularly at the upper basic. There were series of duplications in the curriculum contents within and between educational levels.

Unstable Civic Education Programme

According to Adeyemi (2010) commented that after one hundred years of existence, Nigeria is yet to develop a stable Civic Education programme that can effectively be used to develop in the learners national values and skills for civic engagement. Generally, the Nigeria secondary school curriculum suffers high level of instability. Newly introduced programmes are aborted and

replaced with other one, the current school curriculum is bereft of the rich cultural heritage of our people and formal education pays less attention to the moral training of the youths. This has resulted into moral laxity in the society.

Lack of Adequate Human Resources for Civic Education

According to Shetu (2011), Teachers are critical to the success of this bold initiative by committing themselves to professional development so as to effectively handle civics in schools . Despite the recent emphasis on the teaching of Civic Education in Nigeria, teachers are not trained to be able to teach the subject more effectively. Falade (2012) investigated the competence of primary school teachers in the teaching of Civic Education in Southwest, Nigeria. He discovered that primary school teachers do not possess adequate civic knowledge and do not demonstrate sufficient positive civic attitudes that can help them to have the competence of teaching civic concepts at the primary school level. This finding corroborates the position of Adeyemi (2012) that in some schools, History and Geography teachers who do not have in-depth knowledge about the subject are saddled with the responsibility of teaching it.

Recitation and Rote Learning Method

Participatory approach is not often adopted in teaching civic values in Nigerian schools. The conventional teaching method use in our schools hinder learners from acquiring and demonstrating civic values and skills. In cases where students learn civic values and contents through recitation and rote learning, they are not well prepared for civic engagement and group role mechanism when they become adults.

Identifying some of the challenges facing implementation of Civic Education is a stepping stone to improve the programme, to provide the require medication toward effective development.

2.4.7 An Over View of Senior Secondary Schools Civic Education Curriculum Content.

The Civic Education Curriculum Content contains issues germane to developing effective entrepreneurship skills as indicated in the Nigerian Educational Research and Development Council (NERDC) that has the mandate to develop curricula for use at all levels of the education system in Nigeria. In line with government reform in education, the NERDC was directed by the National Council on Education (NCE) to review and realign the existing Senior Secondary School curricular to meet the target of the reform in the context of National Economic Empowerment Development Strategies (NEEDS) and the Millennium Development Goals (MDG). The content covers five themes involving:

Table 1: Major Themes of Civic Education Curriculum

S/N	CONTENT	OBJECTIVE
1	Citizenship	i) Provision of good and respectable citizens to their communities eg. Security, obedience to rulers and regulation; ii) Provision of skills necessary for preservation of our traditional, customs belief eg blacksmithing, farming, netting etc; iii) Promote national consciousness, national integrity and unity, love and respect of opinion of one another.
2	Democracy and National Development	i) Factors which promote guaranteed employment eg free education and medical care; ii) Importance of employment in alleviating poverty
3	Achieving Popular Participation in Politics	i) Poor participations due to economic, discrimination and illiteracy ; ii) Encourage forming of organizations;
4	Responsible Parenthood	i) Provision of household caring, education, good home training; ii) Provision of responsible citizenry, reduction in crime rates, healthy nation;
5	Relationship	i) Interpersonal relationship eg. man and women, individual and government and among peers; ii) Promote development that enhances security and business; iii) Skills that promote interpersonal relationship eg honesty, tolerance, kindness, caring and patience; and iv) Skills for resolving inter-communal conflict eg dialogue mediation.

Source: Federal Ministry of Education (2017)

The above content is a multi and inter- disciplinary, learner-centred, interactive, activity/issues–based curriculum. Young learners are to be exposed to total learning experiences which reflect depth, appropriateness, and inter-relatedness of knowledge. That means citizenship issues are presented in logical and sequential order of themes which ensures continuity of citizenship

issues. Moreover, the curriculum shows flexibility by enabling the civic teacher to introduce creativity and adaptability into civic content.

Base on the above item 1 (ii and iii), 2 (i), 3 (i), 4 (ii), and 5 (iii and vi) are related to this study to promote entrepreneurship skills through Civic Education.

2.5 Concept of Entrepreneurship

Entrepreneurship is a multi-disciplinary concept. Aruwa (2008) states that the concept of entrepreneurship is not restricted to business or economic operation. Also in the business cycle, entrepreneurship is a distinct resource and a necessary condition for business success. According to Igwe in Adeyeye (2008), entrepreneurship has to do with the process of bringing together creative and innovative ideas as well as management and organizational skills so as to be able to integrate man, machineries and other organizational resources for the purpose of satisfying the identified needs of the customer, thereby creating wealth. Similarly, entrepreneurship is a dynamic process of vision, change and creation which requires the use of energy and passion for the purpose of creating and implementing new ideas and creative solution. According to Hirsch and Brush in Mawoli and Aliyu (2010) entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence.

It could be seen that entrepreneurship is all about:

- i. Identification of business opportunities;
- ii. Creativity and innovativeness;
- iii. Bearing risk to utilize opportunities or implement a new plan(s);
- iv. Good management skills; and

v. Wealth creation.

It should be noted that entrepreneurship is a risky venture, but yet, some people choose to become entrepreneurs. This choice may be due to the desire of becoming independent, personal and professional growth, profit making and ultimately contributing their quotas to the development of their societies.

According to Ubah (2011) who clearly identify some usefulness of entrepreneurship education, they are:

- i) Enhancement of economic growth for the individuals citizens and the nation;
- ii) Poverty alleviation;
- iii) Solving of the problem of youth restiveness, cultism, arm robbery and vandalization of pipelines among others;
- iv) Reducing the issue of kidnapping and insecurity of life and property of citizens;
- v) Minimizing of human trafficking and prostitution;
- vi) Increase of income per-capital; and
- vii) Reducing level of unemployment

According to Akpomi (2009) Entrepreneurship Education concentrates on developing understanding the capacity for the pursuit of entrepreneurial behavior, skills and attitude in a widely different contexts. In another view, Anho (2011) views the concept of entrepreneurship education associated with various activities not limited to the followings: Innovation, creativity, risk taking, initiative, visionary. focus, determination, team spirit, resourcefulness, financial control, self confidence, versatility, knowledgeable, dynamic, thinking, optimum disposition, originality, people oriented, flexible decision, responses in

suggestions and criticism, need achievement drive, profit oriented, persistent and persevering energy for hard work, adjustment to challengers and future looking

The Nigeria Educational Research and Development Council (2004) cited in Gwija, Eresia-Eke Iwu (2014), consider entrepreneurship Education as a comprehensive term referring to those aspects of educational process involving, in addition to general education, the study of technology related science and the acquisition of entrepreneurial skills, attitudes, understanding and knowledge relating occupation in various sectors of economic and social life.

2.6 Entrepreneurship Education in Nigeria

Entrepreneurship Education is defined as a conscious and purposeful effort by an educator, geared towards inculcating entrepreneurial skills and attitudes to enhance the success of learners in the world of business. According to Sathorar (2009), Entrepreneurship Education differs from the conventional Business Education particularly because one of the main objectives of the former is to generate accelerated creative ideas targeted at the exploitation of a business opportunity, and the ability to articulate a comparatively extensive and systematic course of actions geared towards setting up a business.

According to Ofoha (2011) who says that, in 1982 many reforms were introduced into the educational system of Nigeria through the introduction of the 6-3-3-4 system of education. The system is a reflection of a six years in primary school, 3 years in junior secondary school, 3 years in Senior secondary school and at least a minimum of 4 years in tertiary institution. Notable among these innovative reforms, is the introduction of vocational education into the secondary school curriculum. The aim of the policy of vocational education in Nigerian secondary schools as stated in the National Policy on Education (2004), is to provide training and impartation of necessary skills geared towards the production of craftsmen, technicians and other skilled

individuals who will be enterprising, and to enhance young individuals in Nigeria to have an intelligent understanding of the increasing dynamism of technology. At the senior secondary level (SS1-3), pre-vocational subjects were introduced with the goal of exposing students to the world of work through exploration targeted at enhancing students as regards intelligent and informed career choice. The pre-vocational subjects includes; Business Studies, Home Economics, Woodwork etc. Particularly, Business Studies involves components like Book-Keeping, Office Practice, Type writing, Shorthand, book-keeping and Computer Science. Furthermore, Entrepreneurship was introduced to junior secondary 1-3 as part of Business Studies which is an optional subject. The learning goals of Business Studies include:

1. Acquisition of basic skills for productive and profitable business venturing in changing business environments;
2. Creating business opportunities, creatively solving problems, taking risks, respecting individual rights and environmental sustainability;
3. Self motivation, self management abilities and taking responsibility for oneself in the achievement of business goals; and
4. Self development and the development of other individuals through business opportunities and venture creation.

2.7 Objectives of Entrepreneurship Education

Entrepreneurship Education and Training becomes very important machinery to meet this national goal. Nevertheless, while it is not absolutely necessary for an individual to obtain entrepreneurship training to be successful, obtaining an entrepreneurial education serves as a tremendous advantage to increasing the chances of success as an entrepreneur. This is because training is still focused and directed at achieving a purpose while education is all encompassing. Thus, great strides are required to be made towards the goal of educating people to

become entrepreneurs to enhance economic growth and development. According to Osuala (2010), the objectives of entrepreneurship education clearly show that, it is concerned with the development and survival of both the individual and society. In fact, it is a tool through which social, economic and political development could be achieved. If it is properly planned, funded and implemented. The objectives of entrepreneurship education are spelt out by as

1. To provide meaningful education for youth which could make them self-reliance and subsequently encourage them to drive profit and be self independent;
2. To provide students with the training and support necessary to help them establish a career in small and medium size business;
3. To provide students with training skills that will make them meet the manpower needs of the society;
4. To provide students with enough training in risk management to make uncertainty bearing possible and easy;
5. To stimulate industrial and economic growth of rural and urban areas;
6. To provide students enough training that will make them creative and innovative in identifying new business opportunities; and
7. To provide small and medium size companies with the opportunity to recruit qualified students who will receive training and tutoring in the skills relevant to management of the business centre.

From the above objectives, it is evident that this type of education if it is given all it deserves and properly implemented, will produce quality students that will foster job creation and reduce or eliminate poverty in Nigeria. This could be realized when the students are self-reliant by establishing their own business small/medium scale enterprises. Job creation is one of the

cardinal objectives of Millennium Development Goals. When ample job opportunities is created, it will invariably help to reduce poverty and enhance better standard of living of an individual in Nigeria. Job creation is an act of making work in which one receives regular payment available to the citizenry, that is, creating an enabling environment for ample employment opportunities in the society. This is done by establishing cottage, small/medium scale enterprises in Nigeria.

2.8 Forms of Entrepreneurship Education

According to Liman (2004), entrepreneurship education has been categorised in four different ways as:

- i) Entrepreneurial Awareness Education: This to increase knowledge about entrepreneurship and to influence attitude that may impact intention;
- ii) Education for Start-Up: These programmes are geared toward people who generally already have an entrepreneurial idea and need to solve practical questions about becoming self employed;
- iii) Education for Entrepreneurial Dynamism; This focuses on people who are already entrepreneurs and want to promote dynamic behaviour after the start-up phase; and
- iv) Continuing Education for Entrepreneurs: Describes life long learning programmes and focuses on experienced entrepreneur.

Based on the above, the main concern of this work are i and ii Entrepreneurial Awareness Education and Education for Start-Up, due to poor perception by the students that education is meant only (for the white collar job from the government) rather than preparing individuals for self employment and empowerment. The main purpose of introducing Entrepreneurship Education is to inculcate knowledge and skills, competences with a view to promoting the enterprise, create new ventures, entrepreneurial mindset for business start-up and management for the students. Consequently, Civic Education serves as the veritable instrument for promoting

entrepreneurship skills among students. Due to inability of our young graduates to access paid employment after graduation, to forestall the crave or rush for the white-collar jobs by our teeming graduates, the teaching of entrepreneurship skills as stimulates the human tendency for freedom by encouraging them to be self-reliant and also productive members for socio-economic development of the society and the county in general.

2.9 Entrepreneurship Skills and Civic Education

Entrepreneurship was introduced to senior secondary¹⁻³ as part of Business Studies so also is Civic Education as part of Social Studies which are optional subjects. The learning goals of both Civic and Business Studies include:

1. Acquisition of basic skills for productive and profitable business venturing in changing business environments either in a formal or informal ways, examples such as teaching, medication, lawyers, engineers, carpentry, mechanics, tailoring, farming, fishing, paltering etc;
2. Creating business opportunities, creatively solving problems, taking risks, respecting individual rights and environmental sustainability;
3. Self motivation, self management abilities and taking responsibility for oneself in the achievement of business goals; and
4. Self development and the development of other individuals through civic education for business opportunities and venture creation.

2.10 BASIC CONCEPTS OF BUSINESS EDUCATION

Business Studies four basic components namely; business environments, business ventures, business roles and business operations. Business ventures specifically involve identification and exploration of business opportunities through viable venture creations. The learning outcome of

business ventures specifically focuses on entrepreneurship education. It involves definition and characteristics of the entrepreneur and factors responsible for business failures and successes. The primary target of the pre-vocational education was to develop manipulative skills, disposition towards invention; respect for dignity of labour and ultimately a positive attitude towards entrepreneurship. Vocational subjects in the senior secondary school (SS1-3) include Commerce, Food and Nutrition, Building Construction, Agricultural Science etc. The primary goal of these vocational subjects was to refocus the educational system of Nigeria towards raising individuals with enterprise skills and competencies. However, these innovative strategies towards enterprise development in Nigeria have not yielded any notable result, till date. This because:

- i Of the fact that unemployment and particularly youth unemployment, number of students seeking for admission, and also graduating student has persistently been on the increase; and
- ii The transition into the present 9-3-4 system of education in September 2011 which was aimed at consolidating enterprise development in senior secondary school students has also failed to yield desired results due to inadequate human and physical resources, Lack of qualified personnel, absence of support and commitment from the government, unavailability of a new syllabus consistent with the new system of education, lack of strong network with local businesses and entrepreneurship still not given centre stage or priority.

According to (Obioma 2012), consequent upon the persistent trends of youth unemployment in Nigeria, the Federal Government of Nigeria has recently enacted a policy of Civic and Entrepreneurship Education as a compulsory field of study in every level of education in Nigeria and particularly at the secondary level of education. Thus, all hands should be on deck in Nigeria to ensure the provision of an innovative curriculum consistent with the goal of inculcating

enterprise skills through Civic Education in secondary schools. This study intend to find out whether these laudable objectives has been achieved.

2.11 Review of Related Empirical Studies.

There are several studies conducted related to the current research area, some of which are reviewed as follows:

Karefa (2014), Conducted a study on The Perception of Students on Entrepreneurial Development in Reducing Unemployment in Zaria (A Case study of some selected entrepreneurs in Kongo Campus).The entire micro and small scale entrepreneurs in Kongo Campus constitute the population i.e. 56 out of which 65 were randomly selected as a sample for the study. Questionnaire was used for the collection of data, which contains 12 items of 2 point scale. Two null hypothesis were tested which were subjected to a statistical test with the use of Chi-square at 0.05 level of significance and all the two null hypothesis were rejected by the study.The study was survey designFrom the findings of the study, revealed that entrepreneurial development programmes are making significant contributions in solving the problems of unemployment in Zaria. Therefore, an extension of this trend in employment creation as observed by the entrepreneurs in Kongo campus can be replicated in other parts of the country and will go a long way in curbing the problem of unemployment; In addition, the work recommends that government should provide adequate infrastructural facilities such as electricity, road networks that will improve the effectiveness of entrepreneurship; government should also invests more in entrepreneurship programmes in order to encourage micro and small scale entrepreneurs to provide employment opportunities for the teeming youth populace of the society.

The current study and that of Karefa (2014) shares the following similarities. The two studies employed survey research design.They are both directed towards examining the perception of

students on entrepreneurship in reducing unemployment among members of the society. They both use questionnaire as instrument for data collection. However, the two studies differ in the following ways. The present study centres on Zaria Education Zone as the population of the study, while that of Karefa (2014) has Zaria Local Government as the population of the study. The present study uses students to form its respondents, while the previous study made use of entrepreneurs as its respondents. The present study will make use of 365 sample respondents, while the previous study used 56 respondents for the study. 2 null hypotheses were tested in the previous study, while 6 null hypotheses are tested in the present study. The present study used t-test as data analysis tool, while the previous study used chi-square.

Babatunde and Durowaiye (2014) conducted a study on the Perception of Entrepreneurship Education on Entrepreneurial Intentions Among Nigerian Undergraduates. Descriptive research design was adopted for the study. 120 undergraduate students from three Colleges in Landmark University, Kwara State were selected through stratified and simple random sampling. Questionnaire was used as instrument for data collection. Analytical techniques used include frequency count, percentages were used to answer research question and two null hypotheses were tested at 0.05 level of significance and one hypothesis was accepted while the other one was rejected by the study. From the findings of the study, it was discovered that exposure to entrepreneurship education influences students' intentions of becoming self-employed. It was however, discovered that most students were not very confident about their intentions due to fear of capital, failure and lack of experience in business management. The study concludes that despite knowledge of Entrepreneurship Education as a contributing factor in the reduction of unemployment, Nigerian youths require additional supports to overcome the foreseen challenges. In line with the above findings, the study recommends that there is need for

government and other stakeholders, such as media, schools and investors, to create an enabling environment for youths to inculcate entrepreneurship culture as well as ensuring their success in finance; mentorship and other basic needs that would enhance their capacities to achieve a successful career in entrepreneurship.

The current study and that of Babatunde and Durowaiye (2014) share the following similarities:

The 2 studies employed descriptive survey design, they both use questionnaire as instrument for data collection for the study. However, the 2 studies differ in the following. The present study centres on Kaduna as the population of the study, while the previous study has Kwara State as its population for the study. The previous study used undergraduate sample students, while the present study will make use of Senior Secondary Schools Students as sample for the study. The previous study used 120 respondents, while the current study made use of 365 respondents for the study. The previous study utilized chi-square statistical tool, while the present study makes use of t-test as a tool for data analysis for the study..

Abubakar (2015) on “Perception of NCE on the Influence of Social Studies in Empowering Youth in Entrepreneurship Skills in Kaduna State’ descriptive research design was adopted for the study, 102 out of 150 NCE students from 2 College Federal College of Education, Zaria and College of Education Gidanwaya were used selected through stratified and simple random sampling. Questionnaire was used as its instrument for data collection. Analytical were techniques used to answer research questions and two hypotheses were tested at 0.05 level of significant and one hypothesis was accepted while the other was rejected. From the finding of the study it was discovered that if Social Studies is properly implemented in our schools, it has the potential of inculcating entrepreneurship skills to the learners that will make them self-employed after schooling thereby reducing the current sudden rise of social crimes in the

country. It recommend that, stakeholder should ensure that Social Studies is properly implemented in our Colleges to provide the require manpower.

The current study is similar to that of Abubakar (2015) the 2 studies employed descriptive survey research design. The 2 studies used questionnaire as an instrument for data collection for the study. They are both focused on the perception as a tool for promoting entrepreneurship education for national development. The 2 research were carried out in Kaduna state. They 2 used t-test as data analysis tool. The present study centres on Senior Secondary Schools as the population of the study, while that of Abubakar (2015) has Colleges of Education as the population of the study. The present study used of 365 sample respondents, while the previous study used 102 respondents for the study. Two null hypotheses were tested in the previous study, while 6 null hypotheses are tested in the present study.

Haruna, Oklepa And Ayerinde (2015), on a study nvestigating the Effects of Vocational and Technical Training on Entrepreneurship Development among Agricultural Science University Graduate in Federal Capital Territory Nigeria. Descriptive research design was adopted for the study, 347 respondent were randomly selected in six area council, they use mean score to find the opinion of respondent. Questionnaire was used as instrument for data collection. Pearson product moment correlation (PPMC) statistics was used to test null hypothese1, while t-test for null hypotheses ii and the 2 hypotheses were tested at 0.05 level of significant and 1 hypotheses was accepted, while the other was rejected, because the (p) value was greater than 0.05 level of significance. The work established that, entrepreneurship development cannot be determined by the usefulness of vocational and technical materials, it can be useful in training Agric Science graduates at the same time, the graduate will still not be self –employed. It was observed also to become entrepreneur depends on the interest of the graduate. Further more, it was discovered that

the level of government assistance on vocational and technical graduate on entrepreneurship development of Agric Science University graduated has a greater influence, therefore government has not impacted much on the graduate because of lack of access to loans. The Loan after training will help to establish their own business or absorbed by the government as means of encouraging entrepreneurship development. Based on the above, there is need for adequate government assistance on Agric Science graduates, need for joint efforts by both the government and the private sector to actualize the objectives of vocational and technical education training. The 2 studies employed descriptive survey design. They both used questionnaire as instrument for data collection. The present study centres on Kaduna as the location of the study, while the previous study has Federal Capital Territory Abuja as its location for the study. The previous study used undergraduate sample students, while the present study used Senior Secondary Schools students as sample. The previous study used 347 respondents, while the current study used 365 respondents for the study. The previous study utilized chi-square statistical tool, while the present study used t-test as a tool for data analysis for the study. The present study employ sample random sampling, while the previous study used Pearson Product Moment Correlation (PPMC).

In the same vein, Shu'aibu, Peter and Ubah (2015), conducted a study on perception of Social Studies Education on Entrepreneurial Education for sustainable Development in Nigeria Implication for Curriculum Renewal. The study examined the place of entrepreneurship education in Social Studies and how it enhances sustainable development. The study adopted a survey design with two research objectives and two hypotheses which borders on Social Studies, entrepreneurship education and self-reliance. It has a sample size of 108 respondents who are lecturers of Social Studies in tertiary institutions in North-West geographic zone of Nigeria. The

four point Likert scale questionnaire titled Social Studies and Entrepreneurship Education for Sustainable Development Questionnaire (SSEESDQ) was used as instrument for the study. Two null hypotheses were tested which were subjected to a statistical test with the use of Pearson Product Moment Correlation (PPMC) at 0.05 alpha level of significance and all the two null hypotheses were rejected from the findings of the study, it was found that there was significant relationship between Social Studies Education and Entrepreneurship Education, significant relationship was equally found between entrepreneurship and sustainable development. This therefore means that, Social Studies Education is a potent discipline in enthroning sustainable development in the society. The study recommends that certain areas of Social Studies curriculum should be strengthened to allow for complete acquisition of entrepreneurship skills by students for sustainable development in the society. The two studies employed descriptive survey research design. The two studies used questionnaire as an instrument for data collection for the study. They are both focused on the perception of students as a tool for enhancing entrepreneurship education for national development.

However, the two studies differ in the following ways. The current study centres in Zaria Education Zone Kaduna State as the location of the study, while the previous study has North-West geographic zone of Nigeria as its location. Two null hypotheses were tested in the previous study, while in the present study the 6 null hypotheses are tested. The previous study made use of lecturers as its respondents while the present study use of secondary school students as its respondents. The previous study made use of Pearson Product Moment Correlation (PPMC) as statistical tool, while the present study use t-test independent sample.

Hassan (2015) used survey research aimed at finding out the “Perception of Students on the Role of Entrepreneurship Education Towards Self Employment within Bauchi State”. The study was

restricted to higher institution of learning within Bauchi state. Five research questions were formulated to guide the study. The literature was reviewed on the related topics under investigation. Sixty(60) final year students were selected from the study area using stratified random sampling techniques. A 25 items questionnaire was used as the instrument for data collection. Simple percentage, mean and standard deviation were used as the statistical tools for data analysis. Some of the findings of the study indicated that the final year students in the study area have positive perception towards the role of entrepreneurship education in relation to employment provision to the graduates of the those higher institutions of learning. The study was recommended among others that, an apprenticeship special scheme should be established to enable fresh graduates acquire additional skills and experience for them to become self employed. The two studies employed survey research design. They are both directed towards examining the perception of entrepreneurship in reducing unemployment among members of the society. They both used questionnaire as instrument for data collection. The present study centres on Zaria Education Zone, in Kaduna State as its location, while previous study was conducted at Bauchi State. The present study uses students as sample, while the previous study made use of entrepreneurs as its sample. The present study use of 365 as its sample, while the previous study used 60 as its sample. Two null hypotheses were tested in the previous study, while three null hypotheses are to be tested in the present study.

Stephen (2015), conducted a study on An Assessment of the Taught Entrepreneurship Programme in Nigerian Secondary Schools. The primary objective of this study was to investigate the current entrepreneurship programme offered in Nigerian secondary schools as regards its consistence with inculcating the necessary enterprise skills required by the students to start their own business or venture. This is targeted at curbing youth unemployment in Nigeria. A Qualitative

approach was used. Data was collated on the current trend of entrepreneurship programme in secondary schools in Nigeria from 3 selected schools in the metropolitan area of Kaduna State. The study found out that the present entrepreneurship programme in the sample schools covered the required content, but the method of teaching was not practical oriented and was void of real life situations. Thus, the programme was not effective at motivating secondary school students to start their own businesses. Therefore, the study recommends that entrepreneurship education be taught as a separate subject with a practical approach. Finally, the study posits that government support and a stable socio – economic environment is crucial to entrepreneurial development towards combating youth unemployment in Nigeria. The two studies employed survey research design. They are both directed towards examining the perception of entrepreneurship in reducing unemployment among members of the society. They both use questionnaire as instrument for data collection. They both centred on Kaduna State as the location of the study. The present study used 365 sample respondents, while the previous study used 60 respondents for the study. Two null hypotheses were tested in the previous study, while six null hypotheses are tested in the present study.

Abdullahi (2015) investigated the Influence of Entrepreneurial Education on Job Creation and Self Reliance of Graduate of Tertiary institution in Nigeria. The study had two objectives and two research questions and survey design method was adopted for the study. The researcher used 200 out of 350 undergraduate students in Ahmadu Bello University, Zaria, Kaduna State. The instrument used for this research work was a self designed questionnaire. The instruments were administered to the selected students through the assistance of course representatives. Data collected were analysed using mean (\bar{x}) score of 2.5 and above as index for agreed, while a score of below 2.5 was considered for disagree. The result indicates that entrepreneurial

education provides students with essential skills for self reliance upon graduation. It recommended among others that, the Entrepreneur Education should be integrated into each course in the curriculum of higher learning in Nigeria. This will help to further stimulate positive attitude of students toward entrepreneurship. The two studies employed survey research design. They are both directed towards examining the perception of entrepreneurship in reducing unemployment among members of the society. They both used questionnaire as instrument for data collection. They are both centred on Kaduna State as the location. The present study uses senior secondary schools students to form its sample, while the previous study made use of university graduates as its sample. The present study used of 365 as its sample, while the previous study used 200 respondents. 2 null hypotheses were tested in the previous study, while 6 null hypotheses are tested in the present study.

2.12 IMPLICATION OF LITERATURE REVIEWED TO THIS STUDY

Based on the literature reviewed, the current work established that numerous studies were conducted and several Entrepreneurship Skills programmes were conducted through out Nigeria. All of the reviewed studies showed a very strong relationship between Civic Education and achievement in Entrepreneurship. This study is similar to the reviewed study in general aim of investigating the functions of Civic Education in enhancing Entrepreneurship Skills. However, the perception of Senior Secondary Schools Students on Civic Education as a tool for Promoting Entrepreneurship Skills in Kaduna State has not received much attention in the literature

Thus, on the basis of the empirical studies analyzed by this work, it is apparent that no single study was conducted to cover the variables, levels, time and location of the present study. This is justification enough for a study like the present one to be conducted so as to bridge the gap left by the previous studies.

Summary

The research is aimed at finding out the perception of senior secondary schools on civic education as a tool for promoting entrepreneurship skills among students if properly implemented. The study is significant to students, parents, society, community, country and the world in general. The researcher looked at some empirical studies, and compared them with his own study, to see how his study is related with those studies, findings and recommendations of the previous studies, what methods used in carrying out their research and what are the outcomes. Based on above, it was observed that different ways and methods can be used through Civic Education to promote entrepreneurship skills to different categories of people depending on the objectives and motives arrived at the same objective of being self employed to reduce social vices in the society, to provide good and sound moral society that has respect of norms, values and culture of its society.

Further more, it was also observed that to become entrepreneur depends on the willingness and interest of individual, choice of career, no matter what effort one can put if the interest is not there, here is little or nothing one can achieve, on the part government and the community. There is need for joint effort by both the government and the private sectors to actualize the objectives of Civic Education on entrepreneurship skills in the country by providing adequate teaching materials, appropriate manpower that have the skills and capacity to deliver effectively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology adopted in carrying out this study. In view of this, the following sub-headings are examined which includes:

- Research Design;
- Population of the Study;
- Sample and Sampling Procedure;
- Instrumentation ;
- Validity of the Instrument;
- Reliability of the Instrument;
- Procedure for Data collection; and
- Procedure for Data Analysis.

3.2 Research Design

The study adopts 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 study used questionnaire for data collection with a population of six thousand one hundred and one (6,101) Civic Education students.

3.3 Population

The population of this study comprised all Civic Education students in senior secondary schools in Kaduna State. For the purpose of this study, Zaria Education Zone was used with a total population of 6101. The population of the study is presented on the Table 2.

Table 2: Population of the Study By Gender

S/N	Schools	SS II STUDENT		SS III STUDENT		Total
		Male	Female	Male	Female	
1	Sheik Ibrahim Arab(B)	110	115	84	82	391
2	GSS Dinya	25	3	23	4	55
3	GSS Gyallesu Zaria	288	139	130	50	607
4	GSS T/Jukun Zaria	201	262	191	166	760
5	GSS Dakace Zaria	119	57	82	41	299
6	GSS Likoro	56	24	91	19	190
7	GSS K/Kuyambana	346	60	80	147	633
8	GSS kugu Zaria	47	8	30	5	90
9	GSS Aminu	276	70	130	53	526
10	GSS Muchia	201	136	92	76	505
11	GSS Kaura	361	186	416	205	1168
12	GSS Yakasai	35	5	19	6	65
13	Govt Comm. Coll	40	35	56	21	152
14	GSS T/Saibu	121	48	111	39	319
15	GSS Zaria	145	27	145	24	341
Total		2368	1115	1680	938	6101

Source: Kaduna State Ministry of Education Zaria Zonal Division (2017).

3.4 Sample and Sampling Technique

A stratified proportionate random technique was used in selecting the four (4) Senior Secondary Schools. Based on criteria of Research Advisors (2006) for determining 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 sample size is presented in table 3

Table 3: Distribution of Students sample according to schools, Gender and Level

S/N	Schools	SS II Students		SS III Students		Total
		Male	Female	Male	Female	
1	GSS Likoro	28	07	24	05	64
2	GSS Kofan/Kuyambana	40	33	22	26	121
3	GSS Aminu, Sabon Gari	35	19	25	14	93
4	GSS Tudun/Saibu	25	16	21	25	87
Total		128	75	92	70	365

3.5 Instrumentation

The instrument for data collection was titled: Civic Education as Tool for promoting entrepreneurship skills Questionnaire (CETPES). The instrument 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).

3.5.1 Validity of the Instrument

In order to ascertain the extent to which the instruments used clearly measured what the researcher intended to measure, the questionnaire items were studied, modified and corrected by the Researchers Supervisors' experts in Test and Measurement and Languages from Ahmadu Bello University, Zaria to ascertain its face and content validity. To scrutinize the instrument with a view to identifying items that are not required and/or suggested relevant ones that are essential for inclusion in the research instrument.

3.5.2 Reliability of the Instrument

Pilot study was carried out with an instrument that contained three sections Knowledge, Value and physical ability 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, Cronbach Alpha method was employed to establish the reliability of the instrument. A reliability index of 0.701 on cognitive, 0.76 on affective and 0.753 psychomotor was obtained and as such the instrument was considered appropriate for the research. This is in line with the view of Olayiwola (2007) who states that, a reliable test will have a high reliability coefficient when it is close to positive one (1).

3.6 Procedure for Data Collection

The researcher collected a letter of authority from the Department of Arts and Social Sciences Education, Faculty of Education, Ahmadu Bello University, Zaria introducing the researcher to the Director, Kaduna State Ministry of Education Zonal Office Zaria, who also issued same introduction letters to various Principals of schools identified by the researcher which served as permission to have access to the relevant information from the schools concerned. Pilot test was carried out, which helped during general administration of the 400 questionnaires which contained 3 sections Knowledge, Value and physical ability 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 were analysed with the use of Statistical Package for The Social Sciences (SPSS).

3.7. Statistical Analysis Procedure

The data and information gathered were analyzed using, simple percentage to compute the bio-data of the respondent, Descriptive statistics of means and standard deviations were used to answer the research questions. However, the research hypotheses were tested inferential using t-test statistics due to the fact that each of the categories of responses has 2 levels. $P \geq 0.05$ level of significance as a basis for retaining and for $p < 0.05$ as a basis for rejecting the hypotheses formulated for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents the data collected and analyzed based on the sampled participants. The researcher distributed 400 questionnaires. Thus, the interpretation and analysis of the results were based on 365 questionnaires with the population of 6101 using Research Adviser for determining sample size, Simple percentage was used to compute the bio-data of the respondent, descriptive statistics of means and standard deviations were used to answer the research questions, while the hypotheses were tested using t-test statistics. The results of the analyses are presented under the following sub-headings: analysis of demographic data, analysis of research questions, null hypotheses, summary of findings and discussions.

4.2 Analysis of Bio-Data Information

Table 4 Distribution of Sample Frequency Based on Gender and Level

S/N		Total	Percentage
1	Male	220	60.3%
2	Female	145	39.7%
3	SSII	203	55.6%
4	SSIII	162	44.4%

This section presents the number and percentages of male and female students who participated in the study. It could be depicted that there were 220 male representing (60.3%) of male students and 145 representing (39.7%) female students. Thus, the ratio of male is higher than the female students. Also SSII is higher than SSIII students who participated in the study. It could be deduced

that 203 representing (55.6%) are SS II students and 162 representing (44.4%) are SS III students, which means, there were more SS II students that participated in the study.

4.3 Analysis of Research Questions

The stated research questions were answered in this section. Each of the research question was treated independently according to the variable concerned. The descriptive statistics were used to answer the research questions.

Research Question One: What is the difference in the mean perception scores of male and female senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State? The objective is to investigate the perception on the entrepreneurship skills. The mean score of the male and female respondents computed on the suggested items and presented in table 5. Mean scores of 2.5 and above indicates agreement while scores below 2.5 indicating disagreement, based on the four point scale used in the measurement. The result is presented in table 5. Opinion of the Male and Female Civic Education students on perception on Knowledge of Civic Education.

Reponses on Knowledge of Civic Education

Sn	Items	Mean
1	Entrepreneurship skills learnt through civic education help the students in planning business effectively	3.78 3.97
2	Civic Education develop language and communication skills among students	3.66 3.56
3	Civic Education enhances students ability to be critical and creative thinking	3.00 3.98
4	Entrepreneurship skills learnt through civic Education do not help the students in offering new ideas	2.99 3.00
5	Civic Education does not develop comparing skills among students	2.01 1.02
6	Civic Education does not enhance students ability of defining?	1.09 2.00
7	Entrepreneurship skills learnt through civic Education promote self-employment sprit to the student	1.64 1.61
8	Entrepreneurship skills learnt through civic Education do not promote classifying among the student	0.11 1.99
9	Civic education motivate students to set challenging goals and pursue it through their own initiative	0.14 2.83
10	Civic Education does not motivate students to hypothesize challenging goals and pursue it through their own initiative	0.13 2.00
11	Civic Education inculcates in students perseverance and persistence to accomplish set goal	0.35 3.30
12	Civic education does not inculcate in students generalization to accomplish set goal	0.66 2.01

Table 6: Mean and Standard Deviation Between Male and Female Students on the Knowledge Aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
Male	220	16.5091	.84124	.05672	0.75
Female	145	16.4345	.99871	.08294	
Total	365				

From Table 6 above, the results indicates that there was a difference in the mean perception scores of male (M=16.5091, SD=.84124) and that of female (M=16.4345, SD=.99871) students on Knowledge aspect of learning Civic Education as a tool for promoting entrepreneurship skills in Kaduna. Based on the mean difference of 0.75, it indicated that there was no significant difference in the mean perception of male and female on their perception of Civic Education as a tool for promoting entrepreneurship skills through Civic Education. It indicate that male and female can perform equal function regarding knowledge.

Research Question Two: What is the difference in the mean perception scores of SSII and SSIII students on the knowledge of Civic Education as a tool for promoting

Entrepreneurship Skills in Kaduna State?

The result is presented in table 7;

Table 7: Mean and standard deviation between SS II and SSIII students on the Knowledge Aspect of learning Civic Education

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

From Table 7, the result indicated that there was a difference in the mean perception scores of SS II (M=14.1527, SD=13.28) and that of SS III (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 SSII and SSIII on cognitive aspect of civic education as a tool for promoting entrepreneurship skills through Civic Education.

Research Question Three: What is the difference in the mean perception scores of male and female senior secondary school students on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna?

Table 8 Responses on Value Aspect of Civic Education;

Sn	Items	Gender	Mean
1	Entrepreneurship skills acquired through civic Education inculcate in mine self employment intention	Male	4.00
		Female	3.98
2	Entrepreneurship skills acquired through civic Education develops in student high level of autonomy	Male	4.00
		Female	3.98
3	Problem solving strategies enhance entrepreneurship skills among Civic education students	Male	4.00
		Female	3.97
4	Entrepreneurship skills provide us with adequate skills of selling and negotiation of business	Male	3.39
		Female	3.46
5	Entrepreneurship skills learnt through civic education does not reduce writing skills	Male	3.00
		Female	2.97
6	Entrepreneurship skills learnt does not help in out lining graphing	Male	2.20
		Female	2.01
7	Entrepreneurship skills learnt through civic education reduce social vices in the society	Male	2.00
		Female	2.05
8	Entrepreneurship skills acquired through civic education does not develop in student speaking ability	Male	2.00
		Female	2.00
9	Civic education emphasize less on project management among students	Male	1.99
		Female	2.03
10	Civic education emphasize more on charting and note taken among students	Male	1.64
		Female	1.60
11	Entrepreneurship skills acquired through civic education does not help in viewing self employment intention	Male	1.00
		Female	1.02
12	Problem solving strategies do not enhance listening and interpreting maps skills among Civic education students	Male	1.00
		Female	1.02

Table9: Mean and standard deviation of Male and Female students on the Value Aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
Male	220	15.9955	.11695	.00788	
Female	145	15.9655	.29846	.02479	0.3
Total	365				

From Table 9, the result indicates that there was a difference in the mean perception scores of Male (M=15.9955, SD=.11695) and that of Female (M=15.9655, SD=.29846) Based on the mean difference of 0.3, it indicates that there is no significant difference in the mean perception of male and female on value aspect of Civic Education as a tool for promoting entrepreneurship skills.

Research Question Four: What is the difference in the mean perception scores of SSII and SSIII on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State?.

The result is presented in the table 10;

Table 10: Mean and standard deviation of SS II and SSIII students on the Value aspect of learning Civic Education

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

From Table 10, the result indicates that there was a 0.28 means difference in the perception scores of SSII (M=14.2956, SD=1.095) and that of SSIII (M=14.0123, SD=1.114) 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.

Research Question Five: What is the difference in the mean perception scores of male and female senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills in Kaduna State, ?

The result is presented in the table 11 ;

Physical Aspect of Civic Education

Sn	Items	Mean
1	Entrepreneurship skills acquired through civic education promote in the students high achievement orientation	3.99 3.89
2	Civic education enhance entrepreneurship skills among Civic education students	3.99 3.88
3	Entrepreneurship skills acquired through civic education promote hardworking disposition among students	3.98 3.96
4	Civic Education develop in the students a propensity to take moderate risks and flexible	3.39 3.39
5	Civic education do not enhance effective leadership among its students	3.00 2.03
6	Entrepreneurship skills through Civic Education equipped learners with leadership skills of managing business enterprise..	2.99 2.95
7	Civic Education does not develop in the students a propensity to take moderate risks and flexible	2.15 2.01
8	Civic Education place more emphasis on physical ability as the expense of knowledge	
9	Entrepreneurship skills learnt through civic education does not equipped learners with leadership skills of managing business enterprise.	1.98 2.00
10	Civic education place more emphasis on thinking skill	1.64 1.61
11	Entrepreneurship skills acquired through civic education do not encourage small and large group projects	1.02 1.11
12	Entrepreneurship skills acquired through civic education do not help to cooperate harmoniously	1.02 1.10

Table 12: Mean and standard deviation between male and female students on the physical aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
Male	220	15.9909	.13484	.00909	
Female	145	15.9724	.48512	.04029	0.19
Total	365				

From Table 12, result indicates that there was a means difference in the perception scores of male (M=15.9909, SD=.13484) and that of female (M=15.9724, SD=.48512) students. Based on the mean difference of 0.19, it indicates that there is no significant difference in the mean perception of male and female on psychomotor aspect of Civic Education as a tool for promoting entrepreneurship skills.

Research Question six: What is the difference in the mean perception scores of SSII and SSIII senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills in Kaduna State?

The result is presented in the table 13;

Table 13: Mean and standard deviation of SS II and SSIII students on the physical aspect of learning Civic Education

level	N	Mean	SD	Std. Error Mean	Mean Difference
SS II	220	14.1724	1.27614	.08957	
SS III	145	13.9074	1.23009	.09664	0.27
Total	365				

From Table 13, the result indicates that there was a 0.27 means difference in the perception scores of SSII (M=14.1724, SD=1.27614) and that of SSIII (M=13.9074, SD=1.23009) on the psychomotor aspect of learning Civic Education as a tool for promoting entrepreneurship skills. Based on the mean difference of 0.27, it indicated that there is no significant difference in the

mean perception of SSII and SSIII on psychomotor aspect of Civic Education as a tool for promoting entrepreneurship skills.

4.4. Analysis of Null Hypotheses

The null hypotheses are presented in this section; all the null hypotheses are analyzed with independent t-test at $p \leq .05$ level of significance. The summary of the results are presented below;

H₀₁ There is no significant difference in the mean perception scores of male and female senior secondary school students on the knowledge of civic education as a tool for promoting entrepreneurship skills in Kaduna State.

Table 14: Summary of Independent t-test of male and female Students on Knowledge Aspect of Civic Education.

level	N	Mean	SD	Mean Diff.	t	Df	P-value	Decision	Rule
Male	220	16.5091	.84124						
					.769	363	.442		Retained
Female	145	16.4345	.99871	.074					
Total	365								

The result of independent t-test statistics above revealed that, there is no significant difference in the mean perception scores of male and female senior secondary school students on the cognitive aspect of learning Civic Education as a tool for promoting entrepreneurship skills in Kaduna State, Nigeria with the calculated t-value = .769, df = 363, p-value = .442. According to decision rule the null hypothesis which stated that, there is no significant difference in the mean perception scores of male and female senior secondary school students on the knowledge aspect of learning Civic Education as a tool for promoting entrepreneurship skills in Kaduna State, is hereby retained.

H₀₂ There is no significant difference in the mean perception scores of SSII and SSIII senior secondary school students on the knowledge of Civic Education as a tool for promoting entrepreneurship skills among senior secondary school students in Kaduna State.

Table 15: Summary of Independent t-test statistics of SS III and SS II students on the Cognitive Aspect of Learning Civic Education.

level	N	Mean	SD	Mean Diff.	t	Df	P	Decision	Rule
SSII	203	14.1527	1.32804		3.242	363	.001	rejected	
SSIII	162	13.6543	1.60868	.5					
Total	365								

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. According to decision rule the null hypothesis which states thatthereis significant difference in the mean perception scores of SSII and SSIII senior secondary school students on the knowledge aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby rejected.

H₀₃ There is no significant difference in the mean perception scores of male and female senior secondary school students on the value of Civic Education as a tool for promoting entrepreneurship skills in Kaduna State.

Table 16: Summary of Independent t-test statistics of male and female students on the Affective Aspect of Learning Civic Education

Sex	N	Mean	SD	t	Df	P	Mean Diff	Decision	Rule
Male	220	15.9955	.11695	1.341	363	1.81	0.3		Retained
Female	145	15.9655	.29846						
Total	365								

The result of the above null hypothesis indicates that there is no significant difference in the mean perception scores between male and that of female students on the perception scores of on the Value aspect of learning Civic Education as a tool for promoting entrepreneurship skills. This is, because the calculated t-value =1.34, df =363, p-value = 1.81. Hence, the null hypothesis which states that, there is no significant difference in the mean perception scores of male and female senior secondary school students on the Value aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby retained.

Ho₄ There is no significant difference in the mean perception scores of SSII and SSIII on the value of Civic Education as a tool for promoting entrepreneurship skills.

Table 17: Independent t-test statistics of SS II and SS III students on the affective aspect of learning civic education

level	N	Mean	SD	Mean Diff.	t	DF	P.	Decision	Rule
SSII	203	14.2956	1.09514	.28322	2.436	363	.015		Rejected
SSIII	162	14.0123	1.11449						
Total	365								

The result of analysis of independent t-test statistics for null hypothesis reveals a significant difference in the mean perception scores between SSII and SSIII 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 SSII and SSIII students on the affective aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby rejected.

H₀₅ There is no significant difference in the mean perception scores of male and female senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills in Kaduna State, Nigeria.

Table 18: Independent t-test statistic of male and female students on the physical aspect of learning civic education

Sex	N	Mean	SD	T	MD	df	P	Mean Diff.	Decision Rule
Male	220	15.9909	.13484	.535	.01850	363	.593	0.185	retained
Female	145	15.9724	.48512						
Total	365								

The result of the independent t-test analysis reveals no significant difference in the mean perception scores between male and female senior secondary school students on the psychomotor aspect of learning Civic Education. This is due to the fact that, the calculated t-value of .535, df of 363 and the p-value of .593 is greater than 0.05 level of significance. According to decision rule, the null hypothesis which states that, there is no significant difference in the mean perception scores of male and female senior secondary school students on the psychomotor aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby retained.

H₀: There is no significant difference in the mean perception scores of SSII and SSIII senior secondary school students on the physical ability as a tool for promoting entrepreneurship skills Kaduna State,

Table 19: Independent t-test statistic of SS II and SS III students on the psychomotor aspect of learning civic education

level	N	Mean	SD	Mean Diff.	t	MD	df	P	Decision Rule
SSII	203	16.5091	.84124		2.003	.26301	363	.046	Rejected
SSIII	162	16.4345	.99871	.26501					
Total	365								

The result of independent t-test analysis reveals a significant difference in the mean perception scores between SSII and SSIII on the physical aspect of learning Civic Education. This is, because, the calculated t-value = 2.003, df = 363, p-value = .046. The null hypothesis which states that, there is no significant difference in the mean perception scores of SSII and SSIII on the physical aspect of learning Civic Education as a tool for promoting entrepreneurship skills is hereby rejected.

4.5. Summary of Major Findings

The study finds out the perception of senior secondary on Civic Education as a tool for promoting entrepreneurship education in Kaduna state. The findings of the study reveal as follows that;

- i. Entrepreneurship skills provide students with the training and support to establish career in small and medium size business;
- ii. 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;
- iii. Entrepreneurship skills help in acquisition of basic skills for productive and profitable ventures;

- iv. Entrepreneurship skills enhance economic growth for the individuals citizens and the Nation;
- v. Civic Education inculcate in students their duties and obligations to the society; and
- vi. Civic Education 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.

4.6. Discussion of Major findings

A Summary of the major findings are made and are supported by similar findings that either contradict or corroborate with the current ones. 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 (2014), 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 lot as indicated by the outcome of the study carried out by Shu'aibu, Peter and Ubah (2015). They established that, there is significant relationship between Social Studies and Entrepreneurship Education and sustainable development.

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; in line with study of Abubakar (2015) established that if social studies is properly implemented in our schools it has the potential of inculcating entrepreneurship skills to the learners that will make them self employed after schooling thereby reducing the current sudden rise of social crimes in the country

Entrepreneurship enhance economic growth for the individual's citizens and the Nation the study is in line with study of Haruna, Oklepa And Ayerinde (2015) They established that, to become an entrepreneur it depend on the wiliness and interest of the graduate. Lack of access to loans, after training to establish their own business or absorbed by the government as means of encouraging entrepreneurship development.

Civic Education inculcate in students their duties and obligations to the society in line with study of Karefa (2014), established that, an extension of this trend in employment creation as observed by the entrepreneurs in Kongo campus can be replicated in other parts of the country and will go a long way in curbing the problem of unemployment.

Entrepreneurship 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. in line with study of Hassan (2015) established positive perception towards the role of entrepreneurship education in relation to employment provision to the graduates.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter provides summary, conclusion and offer recommendations based on the outcomes of the study as well as providing suggestions for further studies on the topic.

5.2. Summary

The study titled “Perception of Senior Secondary School Students on Civic Education as a Tool for Promoting Entrepreneurship Skills in Kaduna State. The study was presented in five main chapters. Chapter one gives the general background of the study and clearly states the problems behind the study. It also states six specific objectives, research questions and hypotheses each. Chapter two presents the theoretical framework related to the study, review literature on the concept of Civic Education, its objectives, nature and scope of Civic Education Programme, Concept of Entrepreneurship Education, its Objectives, Nature and Scope of Entrepreneurship Education Programme in Nigeria. Some related empirical studies that have direct or similar bearing with the current study by stressing their similarities and differences with the current study were also discussed. Chapter three discussed the methodology adopted for the study. Three hundred and sixty five (365) respondents out of a total population of six thousand one hundred and one (6,101) were randomly selected with the help of the Research Advisors Table (2006) to determine the sample size. Simple percentage was used to compute the bio-data of the respondent, descriptive statistics of means and standard deviations were used to answer the research questions, while the hypotheses were analyzed using t-test statistics the Modified four Likert scale was used for the data collection. Chapter four presents and discusses the results of the study. The result reveals that:

Entrepreneurship skills provide students with the training and support to establish career in small and medium size business; acquisition of basic skills for productive and profitable ventures; it also enhance 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.

5.3. Conclusion

Based on the above findings, the study concludes that:

Entrepreneurship skills provide students with the training and support to establish career in small and medium size business. It help in acquisition of basic skills for productive and profitable ventures; it also enhance 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.

5.4. Contribution to Knowledge

The study has establishes that:

- i. Civic Education inculcate the venture of morality self discipline, understanding and cooperation, thereby making individuals well-adjusted in the society,
- ii. Entrepreneurship training enable students to be self reliant through establishing small scale industries to earn a living.

5.5.Recommendations

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

There should be training and retraining of Civic Education teachers to enhance their professional competency in the implementation of the curriculum;

- Government should provide qualitative teaching and learning materials for effective teaching of Civic Education in the schools;
- Graduates that read Civic Education should be given soft loans to establish small scale industries for economic growth and National Development;
- 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.

5.6.Suggestions for Further Studies.

- i The current study titled Perception of Senior Secondary School Students on Civic Education as a Tool for Promoting Entrepreneurship Skills in Kaduna State. can be conducted in other states for comparison;
- ii Attitude of Senior Secondary School Students towards teaching of Civic Education in Kaduna State, Nigeria.

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APPENDIX A

PERCEPTION OF SENIOR SECONDARY SCHOOL STUDENTS ON CIVIC EDUCATION AS A TOOL FOR PROMOTING ENTREPRENEURSHIP, SKILLS QUESTIONNER

Department of Arts and
Social Science Education
Faculty of Education
Ahmadu Bello University,
Zaria.
Date:.....

Dear Respondent,

The researcher is M.Ed Student of the above named Institution Carrying out a research work on the “Perception of Senior Secondary School Students on Civic Education As A Tool for Promoting Entrepreneurship, Skills In Kaduna State ”The Purpose of this study is to help in assessing the Perception of Secondary School Students onCivic Education in order to make improvement.

The questionnaire items are designed to elicit the right type of response based on your own objective opinion. The reliability of the study depends on your Sincerity and solemn judgment.

You are therefore kindly requested to honestly provide the required information to the best of your ability.

Thank you.

Signed
Ahmad SHEHU
P15EDAS8054

SECTION A: BIO-DATA

Gender Male () Female ()

Class SSII(), SSIII ()

SECTION B

Instruction: please tick () as appropriate key

Strongly agreed= SA (4), Agreed = A (3) Disagreed = D (2) Strongly Disagreed = SD (1). We assured you to keep your responses in confidence and it will only be used for scholarly purposes.

Section B:KNOWLEDGE ASPECT OF CIVIC EDUCATION

S/N	ITEMS	SA	A	D	SD
1	Civic Education develop language and communication skills among students				
2	Civic education does not develop comparing skills among students				
3	Civic Education enhance students ability to be of critical and creative thinking				
4	Civic education does not enhance students ability of defining?				
5	Entrepreneurship skills learnt through civic education help the students in planning business effectively.				
6	Entrepreneurship skills learnt through civic education do not help the students in offering new ideas				
7	Entrepreneurship skills learnt through civic education promote self-employment spirit the students				
8	Entrepreneurship skills learnt through civic education do not promote classifying among the students				
9	Civic education motive students to set challenging goals and pursue them through their own initiative				
10	Civic education does not motive students to hypothesize challenging goals and pursue it through their own initiative				
11	Civic education inculcates in students perseverance and persistence to accomplish set goals				
12	Civic education does not inculcates in students generalization to accomplish set goals				
SECTION C : VALUE ASPECT OF CIVIC EDUCATION					
1	Entrepreneurship skills acquired through civic education inculcate in mine sit employment intention				
2	Entrepreneurship skills acquired through civic education does not help in viewing self employment intention				
3	Entrepreneurship skills acquired through civic education develop in student high level of autonomy				
4	Entrepreneurship skills acquired through civic education does				

	notdevelop in student speaking ability				
5	Problem solving strategies enhance entrepreneurship skills among Civic education students				
6	Problem solving strategies does not enhance listening and interpreting maps skills among Civic education students				
7	Civic education emphasizemore on note taken among students				
8	Civic education emphasize less on project management among students				
9	Entrepreneurship skills learntthrough civic education does notreduce writing skills				
10	Entrepreneurship skills learnt through civic education reduce social vices in the society				
11	Entrepreneurship skills learnt provide us with adequate skills of selling and negotiation of business				
12	Entrepreneurship skills leant does not help in out lining graphing				
	SECTIOND: PHYSICAL ASPECT OF CIVIC EDUCATION				
1	Entrepreneurship skills acquired through civic education promote hardworking disposition among students				
2	Entrepreneurship skills acquired through civic education do not help people to cooperate harmoniously				
3	Entrepreneurship skills acquired through civic education promote in the students high achievement orientation				
4	Entrepreneurship skills acquired through civic education do not encourage small and large group projects				
5	Civic education enhance entrepreneurship skills among Civic education students				
6	Civic education does not enhance effective leadership among students				
7	Civic education place more emphasis on thinking skill				
8	Civic education place more emphasis on psychomotor as the expense of cognitive and affective				
9	Entrepreneurship skills learnt through civic education equipped learners with leadership skills of managing business enterprise.				
10	Entrepreneurship skills learnt through civic education does not equipped learners with leadership skills of managing business enterprise.				
11	Civic Education develop in the students a propensity to take moderate risks and be flexible				
12	Civic Education does not develop in the students a propensity to take moderate risks and be flexible				

APPENDIX C

[DataSet1] C:\Users\Lenovo\Documents\Cognitive Aspect of CIVIC.sav

Reliability

Scale: ALL VARIABLES

KNOWLEDGE ASPECT OF CIVIC EDUCATION

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.701	36

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.681	.701	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
109.5833	90.265	9.50080	36

VALUE ASPECT OF CIVIC EDUCATION

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	12	100.0
	Excluded ^a	0	.0
	Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.707	.700	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
107.3333	102.788	10.13844	36

PHYSICAL ASPECT OF CIVIC EDUCATION

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	12	100.0
Excluded ^a	0	.0
Total	12	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.753	.699	36

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
108.9167	117.902	10.85825	36

APPENDIX D

Frequencies

Notes		
Output Created		09-OCT-2019 16:12:23
Comments		
Input	Data	C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav
	Active Dataset	DataSet1
	Filter	Gender=1 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	220
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.02

Statistics								
		B1	B2	B3	B4	B5	B6	B7
N	Valid	220	220	220	220	220	220	220
	Missing	0	0	0	0	0	0	0
Mean		3.66	2.01	3.00	1.07	3.77	2.99	1.64
Std. Error of Mean		.034	.020	.018	.021	.033	.020	.033
Std. Deviation		.511	.302	.270	.308	.490	.302	.490

Statistics						
		B8	B9	B10	B11	B12
N	Valid	220	220	220	220	220
	Missing	0	0	0	0	0
Mean		1.98	2.96	1.98	3.34	2.15
Std. Error of Mean		.011	.014	.013	.035	.066
Std. Deviation		.165	.211	.190	.512	.984

Frequency Table

B1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	1	.5	.5	.9
	Agreed	69	31.4	31.4	32.3
	Strongly agreed	149	67.7	67.7	100.0
	Total	220	100.0	100.0	

B2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	6	2.7	2.7	2.7
	Disagreed	209	95.0	95.0	97.7
	Agreed	2	.9	.9	98.6
	Strongly agreed	3	1.4	1.4	100.0
	Total	220	100.0	100.0	
B3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	.9	.9	.9
	Disagreed	2	.9	.9	1.8
	Agreed	210	95.5	95.5	97.3
	Strongly agreed	6	2.7	2.7	100.0
	Total	220	100.0	100.0	
B4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	207	94.1	94.1	94.1
	Disagreed	10	4.5	4.5	98.6
	Agreed	3	1.4	1.4	100.0
	Total	220	100.0	100.0	
B5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	4	1.8	1.8	2.3
	Agreed	39	17.7	17.7	20.0
	Strongly agreed	176	80.0	80.0	100.0
	Total	220	100.0	100.0	
B6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	3	1.4	1.4	1.4
	Disagreed	2	.9	.9	2.3
	Agreed	209	95.0	95.0	97.3
	Strongly agreed	6	2.7	2.7	100.0
	Total	220	100.0	100.0	
B7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	80	36.4	36.4	36.4
	Disagreed	139	63.2	63.2	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
B8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	5	2.3	2.3	2.3
	Disagreed	214	97.3	97.3	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	

B9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	6	2.7	2.7	3.2
	Agreed	213	96.8	96.8	100.0
	Total	220	100.0	100.0	
B10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	6	2.7	2.7	2.7
	Disagreed	212	96.4	96.4	99.1
	Agreed	2	.9	.9	100.0
	Total	220	100.0	100.0	
B11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	1	.5	.5	.9
	Agreed	140	63.6	63.6	64.5
	Strongly agreed	78	35.5	35.5	100.0
	Total	220	100.0	100.0	
B12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	91	41.4	41.4	41.4
	Disagreed	6	2.7	2.7	44.1
	Agreed	122	55.5	55.5	99.5
	Strongly agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	

USE ALL.

COMPUTE filter_\$=(Gender=2).

VARIABLE LABELS filter_\$ 'Gender=2 (FILTER)'.

VALUE LABELS filter_\$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_\$ (f1.0).

FILTER BY filter_\$.

EXECUTE.

FREQUENCIES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12

/STATISTICS=STDDEV SEMEAN MEAN

/ORDER=ANALYSIS.

Frequencies

Notes								
Output Created						09-OCT-2019 16:14:04		
Comments								
Input		Data				C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav		
		Active Dataset				DataSet1		
		Filter				Gender=2 (FILTER)		
		Weight				<none>		
		Split File				<none>		
		N of Rows in Working Data File				145		
Missing Value Handling		Definition of Missing				User-defined missing values are treated as missing.		
		Cases Used				Statistics are based on all cases with valid data.		
Syntax						FREQUENCIES VARIABLES=B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.		
Resources		Processor Time				00:00:00.03		
		Elapsed Time				00:00:00.02		
Statistics								
		B1	B2	B3	B4	B5	B6	B7
N	Valid	145	145	145	145	145	145	145
	Missing	0	0	0	0	0	0	0
Mean		3.56	2.01	3.00	1.09	3.78	3.00	1.61
Std. Error of Mean		.046	.010	.020	.034	.040	.024	.041
Std. Deviation		.551	.117	.236	.407	.478	.289	.490
Statistics								
		B8	B9	B10	B11	B12		
N	Valid	145	145	145	145	145		
	Missing	0	0	0	0	0		
Mean		1.99	2.83	2.00	3.30	2.01		
Std. Error of Mean		.032	.034	.031	.051	.085		
Std. Deviation		.382	.408	.373	.614	1.024		

Frequency Table

B1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	1	.7	.7	1.4
	Agreed	59	40.7	40.7	42.1
	Strongly agreed	84	57.9	57.9	100.0
	Total	145	100.0	100.0	

B2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed	143	98.6	98.6	98.6
	Agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
B3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	1	.7	.7	1.4
	Agreed	140	96.6	96.6	97.9
	Strongly agreed	3	2.1	2.1	100.0
	Total	145	100.0	100.0	
B4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	136	93.8	93.8	93.8
	Disagreed	7	4.8	4.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
B5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed	4	2.8	2.8	2.8
	Agreed	24	16.6	16.6	19.3
	Strongly agreed	117	80.7	80.7	100.0
	Total	145	100.0	100.0	
B6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	3	2.1	2.1	2.8
	Agreed	136	93.8	93.8	96.6
	Strongly agreed	5	3.4	3.4	100.0
	Total	145	100.0	100.0	
B7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	57	39.3	39.3	39.3
	Disagreed	88	60.7	60.7	100.0
	Total	145	100.0	100.0	
B8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	9	6.2	6.2	6.2
	Disagreed	130	89.7	89.7	95.9
	Agreed	4	2.8	2.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	

B9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	1.4	1.4	1.4
	Disagreed	20	13.8	13.8	15.2
	Agreed	123	84.8	84.8	100.0
	Total	145	100.0	100.0	
B10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	8	5.5	5.5	5.5
	Disagreed	131	90.3	90.3	95.9
	Agreed	4	2.8	2.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
B11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	3	2.1	2.1	2.1
	Disagreed	3	2.1	2.1	4.1
	Agreed	87	60.0	60.0	64.1
	Strongly agreed	52	35.9	35.9	100.0
	Total	145	100.0	100.0	
B12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	72	49.7	49.7	49.7
	Disagreed	3	2.1	2.1	51.7
	Agreed	67	46.2	46.2	97.9
	Strongly agreed	3	2.1	2.1	100.0
	Total	145	100.0	100.0	

USE ALL.

COMPUTE filter_\$=(Gender=1).

VARIABLE LABELS filter_\$ 'Gender=1 (FILTER)'.

VALUE LABELS filter_\$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_\$ (f1.0).

FILTER BY filter_\$.

EXECUTE.

FREQUENCIES VARIABLES=C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12

/STATISTICS=STDDEV SEMEAN MEAN

/ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		09-OCT-2019 16:15:35
Comments		
Input	Data	C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav
	Active Dataset	DataSet1
	Filter	Gender=1 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	220
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Statistics								
		C1	C2	C3	C4	C5	C6	C7
N	Valid	220	220	220	220	220	220	220
	Missing	0	0	0	0	0	0	0
Mean		4.00	1.00	4.00	2.00	4.00	1.00	1.64
Std. Error of Mean		.000	.000	.005	.005	.000	.005	.033
Std. Deviation		.000	.000	.067	.067	.000	.067	.482

Statistics						
		C8	C9	C10	C11	C12
N	Valid	220	220	220	220	220
	Missing	0	0	0	0	0
Mean		1.99	3.00	2.00	3.39	2.20
Std. Error of Mean		.010	.005	.009	.033	.066
Std. Deviation		.150	.067	.135	.488	.983

Frequency Table

C1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agreed	220	100.0	100.0	100.0

C2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	220	100.0	100.0	100.0
C3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed	1	.5	.5	.5
	Strongly agreed	219	99.5	99.5	100.0
	Total	220	100.0	100.0	
C4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	219	99.5	99.5	100.0
	Total	220	100.0	100.0	
C5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agreed	220	100.0	100.0	100.0
C6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	219	99.5	99.5	99.5
	Disagreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
C7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	80	36.4	36.4	36.4
	Disagreed	140	63.6	63.6	100.0
	Total	220	100.0	100.0	
C8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	4	1.8	1.8	1.8
	Disagreed	215	97.7	97.7	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
C9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed	1	.5	.5	.5
	Agreed	219	99.5	99.5	100.0
	Total	220	100.0	100.0	
C10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	.9	.9	.9
	Disagreed	216	98.2	98.2	99.1
	Agreed	2	.9	.9	100.0
	Total	220	100.0	100.0	

C11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agreed	135	61.4	61.4	61.4
	Strongly agreed	85	38.6	38.6	100.0
	Total	220	100.0	100.0	
C12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	87	39.5	39.5	39.5
	Disagreed	2	.9	.9	40.5
	Agreed	130	59.1	59.1	99.5
	Strongly agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	

USE ALL.

COMPUTE filter_\$=(Gender=2).

VARIABLE LABELS filter_\$ 'Gender=2 (FILTER)'.

VALUE LABELS filter_\$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_\$ (f1.0).

FILTER BY filter_\$.

EXECUTE.

FREQUENCIES VARIABLES=C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12

/STATISTICS=STDDEV SEMEAN MEAN

/ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		09-OCT-2019 16:15:59
Comments		
Input	Data	C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav
	Active Dataset	DataSet1
	Filter	Gender=2 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	145
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=C1

						C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.		
Resources		Processor Time				00:00:00.02		
		Elapsed Time				00:00:00.02		
Statistics								
		C1	C2	C3	C4	C5	C6	C7
N	Valid	145	145	145	145	145	145	145
	Missing	0	0	0	0	0	0	0
Mean		3.97	1.02	3.98	2.00	3.97	1.02	1.60
Std. Error of Mean		.022	.021	.021	.010	.022	.021	.041
Std. Deviation		.262	.249	.249	.118	.262	.249	.492

Statistics						
		C8	C9	C10	C11	C12
N	Valid	145	145	145	145	145
	Missing	0	0	0	0	0
Mean		2.03	2.97	2.05	3.46	2.01
Std. Error of Mean		.028	.017	.025	.050	.085
Std. Deviation		.332	.202	.297	.601	1.024

Frequency Table

C1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Agreed	1	.7	.7	1.4
	Strongly agreed	143	98.6	98.6	100.0
	Total	145	100.0	100.0	

C2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	144	99.3	99.3	99.3
	Strongly agreed	1	.7	.7	100.0
	Total	145	100.0	100.0	

C3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Strongly agreed	144	99.3	99.3	100.0
	Total	145	100.0	100.0	

C4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	143	98.6	98.6	99.3
	Agreed	1	.7	.7	100.0
	Total	145	100.0	100.0	
C5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Agreed	1	.7	.7	1.4
	Strongly agreed	143	98.6	98.6	100.0
	Total	145	100.0	100.0	
C6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	144	99.3	99.3	99.3
	Strongly agreed	1	.7	.7	100.0
	Total	145	100.0	100.0	
C7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	58	40.0	40.0	40.0
	Disagreed	87	60.0	60.0	100.0
	Total	145	100.0	100.0	
C8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	4	2.8	2.8	2.8
	Disagreed	135	93.1	93.1	95.9
	Agreed	4	2.8	2.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
C9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	2	1.4	1.4	2.1
	Agreed	142	97.9	97.9	100.0
	Total	145	100.0	100.0	
C10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	138	95.2	95.2	95.9
	Agreed	4	2.8	2.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
C11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	1.4	1.4	1.4
	Disagreed	2	1.4	1.4	2.8
	Agreed	69	47.6	47.6	50.3
	Strongly agreed	72	49.7	49.7	100.0

	Total	145	100.0	100.0	
C12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	72	49.7	49.7	49.7
	Disagreed	3	2.1	2.1	51.7
	Agreed	67	46.2	46.2	97.9
	Strongly agreed	3	2.1	2.1	100.0
	Total	145	100.0	100.0	

USE ALL.

COMPUTE filter_\$=(Gender=1).

VARIABLE LABELS filter_\$ 'Gender=1 (FILTER)'.

VALUE LABELS filter_\$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_\$ (f1.0).

FILTER BY filter_\$.

EXECUTE.

FREQUENCIES VARIABLES=D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12

/STATISTICS=STDDEV SEMEAN MEAN

/ORDER=ANALYSIS.

Frequencies

Notes		
Output Created		09-OCT-2019 16:16:40
Comments		
Input	Data	C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav
	Active Dataset	DataSet1
	Filter	Gender=1 (FILTER)
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	220
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Statistics								
		D1	D2	D3	D4	D5	D6	D7
N	Valid	220	220	220	220	220	220	220
	Missing	0	0	0	0	0	0	0
Mean		3.98	1.02	3.99	1.02	3.99	2.00	1.64
Std. Error of Mean		.014	.014	.014	.014	.014	.006	.033
Std. Deviation		.213	.213	.202	.213	.202	.096	.490
Statistics								
		D8	D9	D10	D11	D12		
N	Valid	220	220	220	220	220		
	Missing	0	0	0	0	0		
Mean		1.99	2.99	1.98	3.36	2.15		
Std. Error of Mean		.010	.010	.013	.035	.066		
Std. Deviation		.150	.150	.190	.517	.984		

Frequency Table

D1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Agreed	1	.5	.5	.9
	Strongly agreed	218	99.1	99.1	100.0
	Total	220	100.0	100.0	
D2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	218	99.1	99.1	99.1
	Disagreed	1	.5	.5	99.5
	Strongly agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
D3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Strongly agreed	219	99.5	99.5	100.0
	Total	220	100.0	100.0	

D4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	218	99.1	99.1	99.1
	Disagreed	1	.5	.5	99.5
	Strongly agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
D5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Strongly agreed	219	99.5	99.5	100.0
	Total	220	100.0	100.0	
D6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5

	Disagreed	218	99.1	99.1	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
D7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	80	36.4	36.4	36.4
	Disagreed	139	63.2	63.2	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
D8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	4	1.8	1.8	1.8
	Disagreed	215	97.7	97.7	99.5
	Agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	
D9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	1	.5	.5	.9
	Agreed	218	99.1	99.1	100.0
	Total	220	100.0	100.0	
D10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	6	2.7	2.7	2.7
	Disagreed	212	96.4	96.4	99.1
	Agreed	2	.9	.9	100.0
	Total	220	100.0	100.0	
D11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.5	.5	.5
	Disagreed	1	.5	.5	.9
	Agreed	136	61.8	61.8	62.7
	Strongly agreed	82	37.3	37.3	100.0
	Total	220	100.0	100.0	
D12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	91	41.4	41.4	41.4
	Disagreed	6	2.7	2.7	44.1
	Agreed	122	55.5	55.5	99.5
	Strongly agreed	1	.5	.5	100.0
	Total	220	100.0	100.0	

USE ALL.

COMPUTE filter_\$(=Gender=2).

VARIABLE LABELS filter_\$ 'Gender=2 (FILTER)'.

VALUE LABELS filter_\$ 0 'Not Selected' 1 'Selected'.

FORMATS filter_\$ (f1.0).

FILTER BY filter_\$.

EXECUTE.

FREQUENCIES VARIABLES=D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12

/STATISTICS=STDDEV SEMEAN MEAN

/ORDER=ANALYSIS.

Frequencies

Notes								
Output Created					09-OCT-2019 16:17:01			
Comments								
Input		Data			C:\Users\ABU-PUTME 036\Desktop\Analysis Education.sav			
		Active Dataset			DataSet1			
		Filter			Gender=2 (FILTER)			
		Weight			<none>			
		Split File			<none>			
		N of Rows in Working Data File			145			
Missing Value Handling		Definition of Missing			User-defined missing values are treated as missing.			
		Cases Used			Statistics are based on all cases with valid data.			
Syntax					FREQUENCIES VARIABLES=D1 D2 D3 D4 D5 D6 D7 D8 D9 D10 D11 D12 /STATISTICS=STDDEV SEMEAN MEAN /ORDER=ANALYSIS.			
Resources		Processor Time			00:00:00.03			
		Elapsed Time			00:00:00.02			
Statistics								
		D1	D2	D3	D4	D5	D6	D7
N	Valid	145	145	145	145	145	145	145
	Missing	0	0	0	0	0	0	0
Mean		3.96	1.10	3.89	1.11	3.88	2.03	1.61
Std. Error of Mean		.024	.043	.046	.046	.047	.021	.041
Std. Deviation		.286	.518	.554	.554	.571	.248	.490
Statistics								
		D8	D9	D10	D11	D12		
N	Valid	145	145	145	145	145		
	Missing	0	0	0	0	0		
Mean		2.03	2.95	2.00	3.39	2.01		
Std. Error of Mean		.028	.023	.031	.053	.085		
Std. Deviation		.332	.272	.373	.637	1.024		

Frequency Table

D1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagreed	3	2.1	2.1	2.1
	Strongly agreed	142	97.9	97.9	100.0
	Total	145	100.0	100.0	
D2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	140	96.6	96.6	96.6
	Agreed	1	.7	.7	97.2
	Strongly agreed	4	2.8	2.8	100.0
	Total	145	100.0	100.0	
D3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	5	3.4	3.4	3.4
	Agreed	1	.7	.7	4.1
	Strongly agreed	139	95.9	95.9	100.0
	Total	145	100.0	100.0	
D4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	139	95.9	95.9	95.9
	Disagreed	1	.7	.7	96.6
	Strongly agreed	5	3.4	3.4	100.0
	Total	145	100.0	100.0	
D5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	5	3.4	3.4	3.4
	Disagreed	1	.7	.7	4.1
	Strongly agreed	139	95.9	95.9	100.0
	Total	145	100.0	100.0	
D6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	1	.7	.7	.7
	Disagreed	139	95.9	95.9	96.6
	Agreed	4	2.8	2.8	99.3
	Strongly agreed	1	.7	.7	100.0
	Total	145	100.0	100.0	
D7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	57	39.3	39.3	39.3
	Disagreed	88	60.7	60.7	100.0
	Total	145	100.0	100.0	
D8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	4	2.8	2.8	2.8
	Disagreed	135	93.1	93.1	95.9
	Agreed	4	2.8	2.8	98.6

	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
D9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	1.4	1.4	1.4
	Disagreed	3	2.1	2.1	3.4
	Agreed	140	96.6	96.6	100.0
	Total	145	100.0	100.0	
D10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	8	5.5	5.5	5.5
	Disagreed	131	90.3	90.3	95.9
	Agreed	4	2.8	2.8	98.6
	Strongly agreed	2	1.4	1.4	100.0
	Total	145	100.0	100.0	
D11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	3	2.1	2.1	2.1
	Disagreed	3	2.1	2.1	4.1
	Agreed	74	51.0	51.0	55.2
	Strongly agreed	65	44.8	44.8	100.0
	Total	145	100.0	100.0	
D12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	72	49.7	49.7	49.7
	Disagreed	3	2.1	2.1	51.7
	Agreed	67	46.2	46.2	97.9
	Strongly agreed	3	2.1	2.1	100.0
	Total	145	100.0	100.0	