

**INFLUENCE OF SCHOOL COOPERATE RESPONSIBILITY PARTNERSHIP IN
ENHANCING ACTIVE CITIZENSHIP FOR SELF DEVELOPMENT OF UPPER BASIC
STUDENTS IN SOCIAL STUDIES IN QUA'AN-PAN, PLATEAU STATE, NIGERIA**

ABSTRACT

This study investigated the impact of school cooperate responsibility partnership on active citizenship for self-development of upper basic students in Social Studies in Qua'an-Pan, Plateau state, Nigeria. The study was guided by 3 research questions and 1 null hypothesis tested at 0.05 level of significance. This study is grounded on Structural functionalist theory. The study adopted a descriptive survey research design. The population of the study consisted of all junior secondary school II students and Social Studies teachers in Qua'an-Pan, Plateau State. The area has a population of 20 public junior secondary schools with 1384 (M = 727, F = 657) students and 48 Social Studies teachers, bringing the total population to 1432 for the study. The researcher sampled 10 Secondary Schools out of 20 secondary schools in the Local Government Area with 20 teachers and 180 students (M = 112, F = 118) making 200 respondents. Simple random sampling technique was used to select the two schools used for the study. Two instruments were used for data collection which were titled School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS) for both the students and Social Studies teachers. Content and face validity will be established for both the School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS). The reliability of internal consistency of the School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS) items estimated using Cronbach alpha coefficient and the test re-test technique was adopted to ascertain the internal reliability of the instrument for the study. The data collected was analyzed using of mean and standard deviation for all the research questions while hypotheses were tested using Chi-Square statistics at 0.5 level of significance. The study revealed that School Cooperate Social responsibility impact positively on active citizenship participation by developing entrepreneurial skills and promoting inclusive education for self-development and there is a significant relationship between school entrepreneurial education and active citizenship for self-development on upper basic students in Social Studies. It was found out that students have a stronger positive attitude towards Social Studies in the experimental group after intervention. It was concluded in this study that Corporate social responsibility projects should be provided by firms especially within and for the benefit of their host communities, especially as government has not been very successful in meeting the basic needs of most communities. The study recommended among others that corporate social responsibility projects should be provided by firms especially within and for the benefit of their host communities, especially as government has not been very successful in meeting the basic needs of most communities.

Keywords: School Corporate Responsibility Partnership, Active Citizenship, Self-Development and Social Studies

Introduction

“The importance of education cannot be ignored in fast changing global circumstances. It is an established fact that nations achieved their development due to their high quality of education because the quality education ensures quality individuals who are imbued with relevant skills and knowledge for functionality. These individuals play their constructive roles in making better societies needed for healthy societies. Thus, education should be fundamental for every individual which are the basic units of societies playing vital role in development of countries. In the matter of development of human resources, it is education that holds the key to human progress. Hence, education is regarded as the basis of all-round development of man, society and nation as its major objectives are the attainment of national objectives. This implies that there is a high correlation between education and human development in particular and national development in general” (Kazi, 2017). Education has always been important in the development of a nation. And it plays a vital role in the development of human race and nation. This implies that education must be socially relevant to the needs and aspirations of individuals and the society. This underscores the need for the type of education that places emphasis on development of active citizenship.

The goal of any functional education is to ensure young people who perceive themselves as active citizens equipped to lead positive change by creatively solving problems in their communities and beyond. Envisage a nation blessed with vibrant and responsible youth who relate positively with others and their community; a citizenry willing to contribute to community development growth and play their part in the democratic processes. It may only be a fantasy because young people’s chances of becoming active citizens depend on the principles and customs that form the nation’s political and social space.

Social Studies in many countries of the world is a child of necessity. This may imply that the essence of introducing Social Studies in most countries’ curriculum was to heal some social ills towards national development. However, they do not translate this interest into citizenship activities like voting during elections. It is pertinent that young people develop interest in participating in responsible political activities and are also allowed active involvement and community participation in societal issues. Educating the youth will help in making them become active citizens once they understand their rights and responsibilities within the society. Teaching citizenship education from a young age is essential as young people’s involvement is vital for sustainable community development. This definition is in line with the view of Osakwe (2012)

who described national development as: increased capacity, greater effectiveness and efficiency, improved technology, knowledge, initiative and disposition which people in a particular country have acquired overtime. National development involves increase and improvement in social and economic of a country.

“To actualize the dream of national development, citizens ought to be made to be aware of their rights, privileges, duties and responsibilities as well as their contributions to enable the state progress. Social Studies education is a subject used for preparing for mobilizing young learners in schools for the purpose of helping them cultivate an awareness and understanding that would transform them into better citizens with skills, competencies, moral values and reasoned judgements to effectively live, interact, interrelate and contribute positively to economic, social, political and socio-cultural development of the nation. Social Studies was introduced by different nations of the world, to help give citizens the right kind of orientation they may need towards national development. However, it appears that in Nigeria today despite the existence of Social Studies in the school system, the values of Nigerians are degenerating, traditional institutions are dying down, Nigerians engage in all sorts of intolerance manifested in ethnic chauvinism, Boko Harams violence, ritual killings, militancy, kidnapping, election rigging, thuggery, child trafficking, terrorism and some others”. (Ezegbe, Eskay, Anyanwu & Abiogu, 2014).

Active citizenship is a demonstration of knowledge, skills, attitude, and actions that contribute to developing and maintaining a democratic society. In preparing young people for active citizenship, the educational system seems to be the best place to begin. With this, they can develop a sense of social responsibility, improve their personal and social skills, tolerate various perspectives different from theirs, and develop shared goals. After all, this will ensure their understanding of human rights and strengthen democracy, thereby promoting social integration in the society. Thus, the drive for citizenship education for young people to produce a generation of citizens who not only know their rights but understand that they have a responsibility to be tolerant, loyal, courageous, and have a sense of duty to their community and nation. This cannot be achieved in a vacuum hence certain efforts have been made through the curricular impetus. For example, the introduction of Social Studies was to solve peculiar problems of citizenship. Social Studies is a contemporary and environmentally focused field of study and therefore provides the learner with requisite knowledge, values, skills, attitudes and competencies to contribute meaningfully to Nigeria’s national development. Indeed, quality national development can only occur in a society

where citizens have, amongst other things, environmental resource sustainability attitude. Social Studies equips individuals with moral and rational decision-making judgment to become useful contributors of ideal. This calls for collaborative effort among stakeholders in the field of education hence the need for corporate social responsibilities.

School Corporate Social Responsibility (SCSR) is the idea that a school should play a positive role in the community and consider the environmental and social impact in enhancing active citizenship participation of learners. School Corporate social responsibility are those approaches and activities school administrators to ensure students acquire relevant knowledge and values that are geared towards effective citizenry. It is closely linked to collaboration among stakeholders in the field of education for the purpose of citizenship education. Corporate Social Responsibility (CSR) is increasingly gaining importance nationally and internationally. Asemah, Okpanachi & Olumuji (2013) noted that the goodwill and corporate image of organisations require the instrumentality of corporate social responsibility. This will not only promote productivity and efficient service delivery but also ensure peaceful co-existence within and outside the immediate school environment. It applies to educational institutions considering their pivotal role in the development of individuals on one hand and the socio-economic development of the society on the other hand.

As part of effort in ensuring active citizenship, the educational curriculum on civic education seeks to equip its learners with knowledge on making responsible decisions, being aware of their fundamental human rights, and, more importantly, being tolerant and respectful of diversity. However, experience has shown that young people learn from what goes on in their society over time. This influence is stronger than the set of values taught in theory. Although incorporating civic education in the curriculum is an excellent initiative, the task to empower young people to become change leaders and key contributors to their nation begins with a mindset shift. This raises the question of the approach and methodology teachers use to teach citizenship education in the classroom. Teachers need to be intentional about delivering the content and embracing various styles and strategies that ensure the learning is student-centered. Also, the schools' belief system, structure, and practice can impact active citizenship learning. Thus, it should not be limited to curriculum and pedagogy but also the school 'environments' daily routines.

The government provision of micro credit facilities and promotion of entrepreneurship development seem not to have yielded desirable results in the study area, as reflected in the paucity of employment opportunities and widespread under-employment in the society. This is evident in the National Bureau of Statistics [NBS] (2019) reports, that the rates of unemployment rose from 5.0% in 2010 to 9.0% in 2015 and further increased to 23.10% in the third quarter of 2018. The problems range from inadequate credit facilities and poor training on entrepreneurship development, difficulties in obtaining loans, lack of capital for the trainees, to establish their own businesses, which may create financial insecurity.

Regrettably, since the efforts of the government over the years have not recorded the desired significant impact in terms of enhanced literacy, health status, income potential, financial security, employment generation, enhanced participation in community life among others, it has become necessary to direct attention to an alternative development. It is possible, in view of the spread and involvement of social welfare activities, the church might have the potential to facilitate socio-economic well-being. While the relationship between CSR and socio-economic wellbeing has been found to exist in other societies, there is little or near absence of empirical evidence to back this correlation in Qua'an-Pan, Plateau State, Nigeria.

Entrepreneurial education can enhance active citizenship participation for self-development. By gaining a deep understanding of the entrepreneurial process, including how to develop a business plan, access resources and funding, build a network of support, and develop essential skills, students and youths generally who receive entrepreneurship education are better equipped to succeed in the competitive world of business hence active citizenship participation in the Society.

Another important aspect of school cooperate social responsibility is inclusive education programmes. This refers to a nurturing school environment that is foundational to effective global citizenship education. In such schools, students, as well as staff, experience a sense of belonging, respect, and connection. They are encouraged to discuss global issues, share insights, and collaboratively seek solutions. This positive ambiance not only bolsters academic success but also instils the values vital for global citizenship.

Moreover, in ensuring children get the best education for active citizenship, it should be inclusive not only in terms of the learning process, but the place should also be taken into account, and not just by the teachers, but also by the surrounding community. More can be done in a creative

way and one course of action is by conducting more educational programmes which involve collaboration from diverse stakeholders. This implies school corporate social responsibility is not just an educational programme but it encompasses a variety of programmes and activities that can be conducted in school by engaging with individual or agencies outside schools. Therefore, school curricular should be interdisciplinary, represent diverse interests and enhances critical thinking skills that could assist children in reaching their common goal via a different path of citizenship education. In fact, with participation from the adults such as the surrounding community and parents, educational programmes in school would be thrilling. Adams (2016) said that, inclusivity is the process of collaboration of the people and educational programmes which the source of strength is to accomplish a singular goal. It is against this background that this study seeks to find out the impact of school cooperate responsibility partnership on active citizenship for self-development on upper basic students in Qua'an-Pan, Plateau state, Nigeria.

Statement of the Problem

The high level of human suffering in the world and Nigeria in particular seems to be alarming and might be linked to problem of citizenship. The Nigerian population is replete with several socio-economic well-being problems, which are reflection of high rates of poverty caused by inadequate basic social infrastructure, corruption, and dwindling economic fortunes of the government to mention but a few. The Central Bank of Nigeria [CBN] (2019), reported that the Nigerian economy is currently passing through growth challenges not previously anticipated by policymakers. This could be a result of lack of transparency, an absence of a genuine political will and corruption in governance and all linked to problem of active citizenship.

The government had made a lot of efforts to improve the active citizenship among the people by introducing the various programes, such as building of schools and provision of teaching/learning materials, recruitment and training of personnel, award of scholarships and introduction of National Home Grown School Feeding Programme (NHGSFP) among others. The introduction of National Health Insurance Scheme (NHIS), National Primary Health Care Development Agency, building of hospitals and health centres/posts, recruitment and training of health personnel and the provision of routine immunization services, distribution of insecticide treated nets and construction of water facilities for the supply of potable water among others. Lack of provision of these by government and private individuals have become a serious problem of citizenship participation.

Also, in an attempt to provide microcredit facilities, government has promoted synergy and mainstreaming of the informal sector into the national financial system; enhancement of service delivery by micro finance institutions to micro, small and medium entrepreneurs. Training workshops and seminars on skills acquisition have been conducted by the National Directorate of Employment (NDE) for individuals who are desirous of entrepreneurship development. Failure to implement these also hinders issue of active citizenship participation which has become a problem of this study.

Despite these efforts made by the government in addressing the problems of active citizenship participation among the people of Nigeria and the study area in particular, there seems to be less significant impact as even shown by the dearth of social ills and poor leadership. Consequently, the absence of these basic amenities and services affects the residents' socioeconomic well-being as well as population growth (Omole, 2013). These problems include high level of school dropouts, high rate of illiteracy, poor health status and mortality rate, absence of financial and food security, paucity of employment opportunities and high rates of unemployment resulting in poor socio-economic conditions.

A visit to most of the educational institutions in the study area revealed that educational facilities are in dilapidated states. Most of the teachers are not educationally trained and poor learning/teaching aids. High school charges without a corresponding remuneration for teachers and other corrupt practices may have caused poor enrollment and increase in students/teachers truancy in schools and high rates of school dropouts among others. This could be evident in the increasing street hawking by school going-age children during school hours, child labour, inadequate literacy and numeracy, which inhibits confidence, happiness and better opportunities of engagement. These challenges may have impoverished the educational and intellectual capabilities of the people, with attendant high rates of illiteracy in Qua'an-Pan.

More worrisome is the health care services provided in the study area, which are seemingly inadequate, as evident in insufficient health facilities and poor treatment given to patients. In some cases, the service charges are seemingly very exorbitant. This may be responsible for the people's various health problems, ranging from mild to chronic health conditions, with consequent feelings of dissatisfaction and frustration.

Regrettably, since the efforts of the government over the years have not recorded the desired significant impact in terms of enhanced literacy, health status, income potential, financial

security, employment generation, enhanced participation in community life, active citizenship among others, it has become necessary to direct attention to an alternative development. It is possible, in view of the spread and involvement of social welfare activities, the school might have the potential to facilitate active citizenship participation. While the relationship between CSR and active citizenship participation has been found to exist in other societies, there is little or near absence of empirical evidence to back this correlation in Qua'an-Pan, Plateau State Nigeria. Existing literature indicate that majority of researches and findings are not indigenous to the study area. Therefore, the question this study sought to answer is: To what extent does school cooperate responsibility partnership impact on active citizenship for self-development among upper basic students in Qua'an-Pan, Plateau state, Nigeria?

Aim and Objectives of the Study

The aim of this study is to find out the impact of school cooperate responsibility partnership on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan, Plateau state, Nigeria. The specific objectives of the study are to:

1. determine the impact of school cooperate responsibility partnership on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan, Plateau state, Nigeria
2. examine the impact of school entrepreneurial education on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan, Plateau State.
3. determine the role of school leadership in active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan, Plateau State.

Research Questions

The following research questions guided the study:

1. To what extent does school cooperate responsibility partnership impact on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?
2. What are the impacts of school entrepreneurial education on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?
3. What are the roles of school leadership in active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?

Hypothesis

One null hypothesis was tested at 0.05 level of significance:

There is no significant relationship between school cooperate responsibility partnership and active citizenship for self-development upper basic students in Social Studies in Qua'an-Pan.

Theoretical Framework

This study is grounded on Structural functionalist theory. The proponents of this theory are Émile Durkheim, A.R. Radcliffe-Brown and Herbert Spencer. Functionalism developed slowly over time with the help of many sociologists in different parts of the world. Perhaps, the most significant contributors to the initial development of this theory are Émile Durkheim and A.R. Radcliffe-Brown. However, Herbert Spencer (1886), "an English sociologist, was a forerunner of formalized Structural Functionalism. He is best known for coining the phrase "survival of the fittest". This theory views that the society is like an organism, made up of different parts that work together". "Therefore, one of the key ideas in Structural Functionalism is that society is made-up of groups or institutions, which are cohesive, share common norms and have a definitive culture. Robert Merton argued that functionalism is about the more static or concrete aspects of society, institutions like government or religion. However, any group large enough to be a social institution is included in Structural Functionalist thinking, from religious values to sports clubs and everything in between. Structural Functionalism explains that the way society is organized is the most natural and efficient way for it to be organized" (Hak, 2007).

"Another key assumption of Structural Functionalism is that it views society as constantly striving to be at a state of equilibrium, which suggests there is an inherent drive within human societies to cohere or stick together. This is known as the cohesion issue" (Hak, 2007). Societies strive toward equilibrium, not through dictatorial mandate by the leaders of society but rather because the social structure of societies encourages equilibrium.

"Structural Functionalist theory assumes that societies strive toward equilibrium. Additionally, those institutions are distinct and interlinked in society and those employing a structural functionalist approach should be taken into consideration the network of relationships that exist between these institutions" (Perrin, 1973).

Interdependence is a central theme in structural functionalism; it refers to the parts of society sharing a common set of principles. Institutions, organizations and individuals are all interdependent and inter related with one another. The roles taken on by people, and the institutions and organizations of society are all interdependent. A change in any one part affects others,

requiring other parts to take account of the changes, modify its actions, and adapt to any changes necessary.

“The basic principles of Structural Functionalism can be comprehended in three simple terms: maintenance of *social stability*, *collective functioning*, and *social evolution*. The social structure of society consists of various components such as social institutions, social norms, and values that are interconnected and dependent on each other. Each component of the structure has a specified role and altogether these social patterns contribute to the balanced and stable functioning of society. Furthermore, social structure adapts to the changing needs of society, if any part of the structure acts dysfunctional then society as a whole might collapse” (Bottomore, 1975). From the foregoing, therefore, this perspective view society as a system, a set of interconnected parts which, together, form a whole. This makes society the primary unit of functional analysis. The focus of attention is how the basic parts of the society, that is, the various institutions, such as the religious, family, political, economic, legal, and educational institutions co-relate together and function for the survival of the entire society.

The relevance of this theory to this study is that the school is one of the vital social institutions functioning alongside others to maintain the stability of the social system, the society. The school practice is an efficient and effective catalyst of socio economic wellbeing. The school produces substantial economic revenue, provides substantial social capital through its civic and social networks and fosters human capital growth in its citizens. The school collaborates with other social institutions to meet society’s practical functions such as education and welfare. The school plays a variety of interlocking roles such as provision of educational infrastructure, provision of health services, promotion of micro credit scheme and entrepreneurship development. Therefore, the school, through its roles is significantly involved in structural functionalism’s ideals of contributing towards social stability, collective functioning and social evolution.

Methodology

The study adopted a descriptive survey research design. This is because data collected at a particular time from a sample of the students and teachers for the purpose of describing the characteristics of the general population. This research design is found suitable for studying the impact of school corporate responsibilities partnership on active citizenship in Qua’an-Pan Plateau State. The population of the study consists of all junior secondary school II students and Social

Studies teachers in Qua'an-Pan, Plateau State. The area has a population of 20 public junior secondary schools with 1384 (M = 727, F = 657) students and 48 Social Studies teachers, bringing the total population to 1432 for the study. The researchers sampled 10 Secondary Schools out of 20 secondary schools in the Local Government Area with 20 teachers and 180 students (M = 112, F = 118). Therefore, two hundred (200) junior secondary II students.

The sampling technique used for the sample selection is simple random and purposive sampling techniques. Lottery method was adopted for selection of sampled schools while purposive was used to locate teachers of Social Studies and students. The instruments used for data collection is a self-constructed questionnaire titled, School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS) for both the students and Social Studies teachers. The items were structured in accordance with the 5-Points Likert scale of Strongly Agreed (SA), Agreed (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). Content and face validity was established for both the School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS). The reliability of internal consistency of the School Corporate Social Responsibility Questionnaire for Teachers (SCSRQT) and School Corporate Social Responsibility Questionnaire for Students (SCSRQS) items estimated using Cronbach alpha coefficient and the test re-test technique was adopted to ascertain the internal reliability of the instrument for the study and reliability coefficient of 0.87 was obtained hence reliable enough.

Face to face on the spot method of administration was adopted and the relevant data collected was analyzed using of mean and standard deviation for all the research questions while hypotheses one to three will be tested using Chi-Square statistics.

Results

Answering the Research Questions

Research Question One: To what extent does school cooperate responsibility partnership impact on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?

Table 1: Mean Responses on Extent to which School Cooperate Responsibility Partnership Impact on Active Citizenship for Self-development on Upper Basic Students

S/N	Statements	N	Sum	Mean	SD	Decision
-----	------------	---	-----	------	----	----------

1. School cooperates social responsibility help us to develop entrepreneurial skills	200	570	2.85	1.088	Accepted
2. Entrepreneurial skills enhance active citizenship participation	200	613	3.07	1.042	Accepted
3. All stakeholders in school contribute towards active citizenship participation	200	500	2.50	1.066	Accepted
4. Inclusive education promotes active citizenship participation for self-development	200	518	2.59	1.245	Accepted
5. Effective school leadership enhance active citizenship participation	200	613	3.07	1.042	Accepted
Valid N (listwise)	200				

Source: Field Survey, 2024

The results in table 1 showed mean scores and standard deviation of items constructed to find out the extent to which school cooperate responsibility partnership impact on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From the results presented, it was observed that the mean ratings of the responses of the students were 2.85, 3.07, 2.50, 2.59 and 2.37 respectively with the corresponding standard deviation of 1.088, 1.042, 1.066, 1.245 and 1.042. All items are above the criterion mean of 2.50 and were all accepted. This implies that, School Cooperate Social responsibility impact positively on active citizenship participation by developing entrepreneurial skills and promoting inclusive education for self-development.

Research Question Two: What are the impacts of school entrepreneurial education on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?

Table 2 :Results of Students' and Teachers' Responses on the Impacts of School Entrepreneurial Education on Active Citizenship for Self-development on Upper Basic Students

	N	Sum	Mean	SD	Decision
1. Entrepreneurial education instill skills in students	200	599	3.00	.948	Accepted
2. Adopted entrepreneurial learning outcomes, which drive the design and execution of the curriculum for active citizenship for self-development	200	476	2.38	1.101	Accepted
3. The competencies supporting entrepreneurial attitude are integrated into professional training for active citizenship participation	200	512	2.56	1.110	Accepted
4. Informal learning opportunities to stimulate the development of entrepreneurial skills that enhance active citizenship	200	576	2.88	1.105	Accepted

5. Students' entrepreneurial activities starting from finding the business idea to start-up a business or venture enhance active citizenship participation	200	565	2.83	1.180	Accepted
Valid N (listwise)	200				

Source: Field Survey, 2024

The results in table 2 showed mean scores and standard deviation of items constructed on the impacts of school entrepreneurial education on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From the results presented, it was observed that the mean ratings of the responses of the students were 3.00, 2.38, 2.56, 2.88 and 2.83 respectively with the corresponding standard deviation of 0.95, 1.10, 1.11, 1.11 and 1.18. Only item 7 is below the criterion mean of 2.50 and the rest are above 2.50. This implies that, entrepreneurship education instil skills and Students' entrepreneurial activities starting from finding the business idea to start-up a business or venture enhance active citizenship participation.

Research Question Three: What are the roles of school leadership in active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan?

Table 3: Results of students' and Teachers' responses on the roles of school leadership in Active Citizenship for Self-development on Upper Basic Students

S/N	Statements	N	Sum	Mean	SD	Decision
1.	Good school leadership provide opportunities for developing a school mission or shared vision	200	516	2.58	1.131	Agreed
2.	Good leadership helps in Improving school-community relations	200	573	2.87	1.142	Agreed
3.	Effective school leadership helps in Promoting shared decision making	200	592	2.96	.934	Agreed
4.	Schools Work with local community members or community organizations	200	531	2.66	1.137	Agreed
5.	School leadership influences citizenship participation positively	200	502	2.51	1.112	Agreed
	Valid N (listwise)	200				

Source: Field Survey, 2024

The results in table 3 showed mean scores and standard deviation of items constructed on the roles of school leadership in active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From the results presented, it was observed that the mean ratings of the responses of the students were 2.58, 2.87, 2.96, 2.66 and 2.51 respectively with the

corresponding standard deviation of 1.13, 1.14, 0.93, 1.14 and 1.11. All the items are above the criterion mean of 2.50 and were accepted. By implication, School leadership influences citizenship participation positively by promoting shared vision and shared decision making among stakeholders.

Hypothesis Testing

Hypothesis One: There is no significant relationship between school cooperate responsibility partnership and active citizenship for self-development upper basic students in Social Studies in Qua'an-Pan.

Table 4: Relationship Between School Cooperate Responsibility Partnership and Active Citizenship for Self-development of Upper Basic Students

		Decision
Chi-Square	181.480 ^a	Significant
df	11	
Asymp. Sig.	.000	

The results of analysis in table 4 revealed that $X^2(11= 181.480, p= 0.000)$, which implies that the probability value (p-value) computed as 0.000 is less than 0.05 used as the level of significance. The implication of this is that we reject the null hypothesis since the p-value of 0.000 is less than the level of significant 0.05 and conclude that, there is a significant relationship between school cooperate responsibility partnership and active citizenship for self-development upper basic students in Social Studies.

Discussion of Findings

The results in table 1 showed mean scores and standard deviation of items constructed to find out the extent to which school cooperate responsibility partnership impact on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From

the results presented, all items are above the criterion mean of 2.50 and were all accepted. This implies that, School Cooperate Social responsibility impact positively on active citizenship participation by developing entrepreneurial skills and promoting inclusive education for self-development. This corroborates the assertion of Field & Schemmann (2017) who SCSR is considered as corporate citizenship, which essentially means that a school should be a good neighbour within its host community. However, it is in line with the above exposition that this chapter examines the roles of CSR in enhancing qualitative education vis-a-vis the various initiatives carried by companies or organizations as SCSR.

The results in table 2 showed mean scores and standard deviation of items constructed on the impacts of school entrepreneurial education on active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From the results presented, only item 7 is below the criterion mean of 2.50 and the rest are above 2.50. This implies that, entrepreneurship education instill skills and Students' entrepreneurial activities starting from finding the business idea to start-up a business or venture enhance active citizenship participation. This corroborates the findings of Scales, Foster, Mannes, Horst, Pinto, and Rutherford (2015) who writes: "We live in an increasingly interdependent world, where the actions of ordinary citizens are likely to have an impact on others' lives across the globe. In turn, our lives, our jobs, the food we eat and the development of our communities are being influenced by global developments. It is important that young people are informed about the world in which they live and are provided with the skills to enable them to be active citizens and to understand how they can shape their own futures and make a difference.

The results in table 3 showed mean scores and standard deviation of items constructed on the roles of school leadership in active citizenship for self-development on upper basic students in Social Studies in Qua'an-Pan. From the results presented, all the items are above the criterion mean of 2.50 and were accepted. By implication, School leadership influences citizenship participation positively by promoting shared vision and shared decision making among stakeholders. This is a consolidation on the findings of Scherer, and Palazzo (2017) explored direct and indirect relationships between Leadership and Student Citizenship Outcomes in Nigeria secondary schools. School leadership, along with a number of contextual variables, was found to have statistically significant effects on School Academic Optimism.

The results of analysis in table 4 revealed that $X^2(11= 181.480, p= 0.000)$, which implies that the probability value (p-value) computed as 0.000 is less than 0.05 used as the level of significance. The implication of this is that we reject the null hypothesis since the p-value of 0.000 is less than the level of significant 0.05 and conclude that, there is a significant relationship between school cooperate responsibility partnership and active citizenship for self-development upper basic students in Social Studies. Azhar and Azman (2021) CSR educational programmes initiatives must be sustainable because it had great impact on pupils, teachers, schools, and the community surrounding the school.

Limitations of the Study

This study has however faced with certain limitations. Geographically, the study was limited to Qua'an-Pan, Plateau State and was limited to public schools due to financial stress. This narrows the scope of the study making the researcher finding it very difficult to generalize the findings of this study on the entire state.

Implications of the findings

The findings of the study have contributed in no little ways by exposing how a supportive Social Studies that is conducive for learning can be giving more opportunities by the government provide the opportunity to collaborate and help the citizenry to prosper both economically, physically, socially and spiritually.

Again, there are studies that focus on corporate social responsibility particularly on the operations of business firms but there seems to be paucity of studies that give particular attention to school corporate social responsibility with special interest in the active citizenship participation aimed at improving the socio-economic wellbeing of individuals. In other words, the study has contributed to the bank of literature on school corporate social responsibility and will serve as a reference document to other researchers that may intend to research into related areas.

The study has also contributed in expanding the frontiers of knowledge in the discharge of corporate social responsibility and its potential to promote the knowledge base, the availability of the services and ability of school of the society to take advantage and responsibility for their socio-economic wellbeing.

Conclusion

In conclusion, School Corporate Social Responsibility (CSR) is increasingly gaining importance nationally and internationally. Corporate Social Responsibility educational programmes initiatives must be sustainable because it had great impact on pupils, teachers, schools, and the community surrounding the school. Corporate social responsibility projects should be provided by firms especially within and for the benefit of their host communities, especially as government has not been very successful in meeting the basic needs of most communities.

Recommendations

On the basis of findings and conclusions, the following recommendations are made:

1. Corporate social responsibility projects should be provided by firms especially within and for the benefit of their host communities, especially as government has not been very successful in meeting the basic needs of most communities.
2. To enrich the results of this study it is better to do other studies in the future, such as a comparative study on citizenship among teachers of physical education in the middle and secondary stage, a study on citizenship and its relationship to cultural and social background.
3. Social Studies Education being a necessity in the development of the society, government should encourage and assist the church that are demonstrating genuine interest in the development of educational activities to enable individuals take advantage of the social services.
4. Entrepreneurship development has become a source of employment generation opportunities, owing to the bane of unemployment in Nigeria.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

- 1.
- 2.
- 3.

Consent

As per international standards or university standards, respondents' written consent has been collected and preserved by the author(s).

REFERENCES

- Adams, D., Harris, A., & Jones, M. S. (2016). Teacher-parent collaboration for an inclusive classroom: Success for every child. *Malaysian Online Journal Educational Sciences*, 4(3), 58–71.
- Asemah, J. H., Okpanachi, F. M., & Olumuji, J. (2013). “Corporate Social Leadership and Social responsibility”. *Lagos Organization Review* Vol. 4 issue 7 JulyAugust.
- Ezegbe, B. N., Eskay, M., Anyanwu, J. & Abiogu, G. C. (2014). Role of Social Studies Education in Citizenship Training: Implication for National Development. *International Journal of Scientific Research (IJSR)*. Volume: 3 | Issue: 8 | Aug 2014, pp. 54-58.
- Field, J., & Schemmann, M. (2017). International organisations and the construction of the learning active citizen: An analysis of adult learning policy documents from a Durkheimian perspective. *International Journal of Lifelong Education*, 36(1–2), 164–179.
- Kazi N.P (2017). *The Scope and Methodology of Teaching and Learning of Social Studies Education*. Jos: Wias Publishing Concepts.
- Osakwe, E. (2012). Needed paradigm slight for repositioning Social Studies education to meet the vision 20-20- 20 challenges in Nigeria. A Key Note Address. *Nigerian Journal of Social Studies*, 15(2) 1-14.
- Scales, P; Foster, K; Mannes, M; Horst, M; Pinto, K and Rutherford, A (2015). School-business partnerships, developmental assets, and positive outcomes among urban high school students. *Urban Education*. Vol.40. No.2. Pp144-189.
- Scherer, A.G and Palazzo, G (2017). Toward a Political Conception of Corporate Responsibility: *Business and Society Seen from a Habermasian Perspective*. *Academy of Management Review*. Vol. 32, No. 4. Pp 1096-1120.