

ASSESSMENT OF TEACHERS' PERCEPTION ON THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION CURRICULUM IN PUBLIC SENIOR SECONDARY SCHOOLS IN ZAMFARA STATE - NIGERIA

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Abstract

This study investigated teacher's perception on the implementation of Entrepreneurship curriculum in Zamfara state. Three research objectives guided the study with corresponding questions and hypotheses. Survey research design was adopted, purposive sampling technique was used to select one hundred and eighteen (118) entrepreneurship education teachers from the sixty-four (64) public senior secondary schools in the zone. The instrument for data collection was a modified 4-point Likert scale questionnaire named TPIEECQ, developed by the researchers. The Cronbach Alpha Reliability method was employed to establish reliability co-efficient of the instrument and 0.70 was obtained. The result of the study shows that teachers have positive perception on the comprehensiveness of the implementations of objective of entrepreneurship curriculum in the schools. It also revealed that teachers do not differ in their perception on the implementation of contents of entrepreneurship education and the teaching methods use in teaching the subjects as a technique for schools' graduates. The respondents identified lack of qualified teachers and lack of appropriate teaching materials which affect the proper implementation of curriculum. Based on the findings, it was recommended among others that adequate facilities are needed to effectively teach various entrepreneurial subjects in ensuring that the needed entrepreneurial skills are acquired.

Keywords: Perception, Curriculum Implementation, Entrepreneurship, entrepreneurial skills

Introduction

The history of Nigerian education system could be traced back to the colonial period, the educational policy then was geared towards serving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates (Aladekomo, 2004). The policy was aimed at producing Nigerians who can read and write to hold certain positions such as clerks, interpreters and inspectors etc., without any entrepreneurial or professional skill to stand on their own or even establish and manage their own venture. The Nigeria industrial policy that came immediately after independence place emphasis and concentrated attention on the establishment of big companies by completely neglecting the development of small scale sectors (Aladekomo, 2004). The value of education cannot be over emphasized because it is the process through which the values, ethics, norms, knowledge, understanding, skills, and abilities are transmitted among populace in order to prepare them for further participation in the maintenance, growth and development of the society.

Post-Basic Education is the education children receive after a successful completion of nine years of Basic Education and passing the Basic Education Certificate Examination (BECE) or the Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: Senior Secondary education, Higher school; and Continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship (FRN, 2014).

Objectives of Post-Basic Education and Career Development (PBECD) as contained in the National Policy on Education (FRN, 2014) are to:

Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

Offer diversified curriculum to cater for the differences in talents, disposition, opportunities future roles;

Provide trained manpower in the applied sciences, technology and commerce at sub-professional grades;

Provide entrepreneurial, technical and vocational job-specific skills for self-reliance and for agricultural, industrial, commercial and economic development;

Entrepreneurship is the act of being an entrepreneur, while Entrepreneurship Education is the knowledge acquired in order to be self-reliant. Fayolle and Gailly (2015) characterize an entrepreneur as an individual who establishes an innovative business and then manages it using strategic management practices. Such individuals are often driven by profit and growth. The National Policy on Education (2014) places emphasis on a united, strong and self-reliant nation. The policy goes farther to stress on the acquisition of appropriate knowledge and skills necessary for one to secure paid employment in office or to be self-employed.

Entrepreneurship Education is concerned with learning for entrepreneurship, learning through entrepreneurship, and learning about entrepreneurship (Deveci & Seikkula-Leino, 2018). It stimulates young people to think about entrepreneurship and the role of the business community in economic and social development. Students get opportunity to analyze rapid changes taking place around them and are encouraged to consider self-employment and entrepreneurship creation as a career choice.

The introduction of the New Senior Secondary School Curriculum (NSSSC) in Nigeria is a fresh initiative, which according to Nigeria Education Research and Development Council in 2011, aims at ensuring that graduates from secondary Schools are professionally trained in entrepreneurship skills and possess relevant Information Communication Technology (ICT) skills that can equip them for the challenges of the labour market. Hence, every student, irrespective of his/her field of study is expected to study 5 core subjects which include English Language, General Mathematics, Civic Education, Computer Studies and one trade/entrepreneurship subject out of the 35 which includes: Auto body repair and spray painting; Auto electrical work; Auto Mechanical Work; Auto parts merchandising; Air condition/Refrigerating, welding and fabrication engineering craft practice; Electrical installation and maintenance work; Radio, TV and Electronic servicing. Others are block laying, brick laying and Concrete Work; Painting and Decoration; plumbing and pipe fitting; machine woodwork; Carpentry and Joinery.

It is important to note that from independence, Nigerian government realized the shortcomings and limitations of the colonial education heritage. Concerted efforts are being made to make education functional and as a tool for national development. This is viewed from the various government

programs such as the Entrepreneurship Development Centre (EDC), Nigeria Industrial Development Bank (NIDB), National Directorate of Employment (NDE), National Open Apprenticeship Scheme (NOAS), etc. As promising as they sound, these programs were short lived. The reasons for the short life span of these programs are not farfetched; it is simply because they were not inculcated into the educational system, Education is a powerful force that can ensure the sustainability of any worthwhile ventures. In Nigeria, school curriculums at all levels are now developed with entrepreneurial mindset. The word “perception” comes from the Latin words perceptio, percipio, which means “receiving, collecting, action of taking possession, and apprehension with the mind or senses.” In common terminology, perception is defined by the Longman Dictionary of Contemporary English (6th edition) as the way one thinks about something and the idea of what it is like. Teacher's perception is the response of a professional educator about what is experienced in the field of educating, teaching, guiding, directing, training, assessing and evaluating the learners/students. This may be influenced by the beliefs and feelings of the educator. This difference in understanding will cause different judgments amongst the teachers.

Entrepreneurship refers to an individual’s ability to turn ideas into action. In today’s world, anybody, industry or business leader with innovative and creative business abilities is describe as an entrepreneur or someone who engages in entrepreneurship (Okala, 2008).

Emeraton (2008), described entrepreneurship education as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in the process of conserving, starting and managing a business enterprise. They opined that their opinion is based on the fact that some basic attitudes and skills are essential for an individual to respond positively to his environment and explores its potentials. Agreeing with Emeraton (2008), opined that entrepreneurship education aims at developing the requisite entrepreneurial aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business.

Objectives of Entrepreneurship Education

Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives:

1. To offer functional education for the youth that will enable them to be self-employed and self-reliant.
2. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
3. To serve a catalyst for economic growth and development.
4. To reduce high rate of poverty.
5. To create employment opportunity.

In the National Policy on Education (FGN, 2014), it was clearly stated that education Maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. Education is an instrument for national development and social change (NPE, 2014).

Perception is a response or opinion that is a process of the individual to receive or know about something through the senses. A number of factors may play a role in shaping teachers perceptions of classroom assessment. One of the most influential factors is the teachers’ orientation to assessment as a discipline According to Collins and Robertson (2016), the challenges for educators is to provide learners with content focus, while ensuring that the breath of the subject does not cause the depth to be eroded. This is ensured by adopting multiple flexible delivering methods in their teaching. The

issue of the most effective approach to teaching entrepreneurship has raised regular and debate especially on how to produce capable, skilled and enterprising individuals. Traditional teaching methods such as lectures, literatures reviews, using reading materials, discussions, tutorial, examinations and so on do not active entrepreneurship (Gibb, 2006).

Cognitive theories of perception assume there is a poverty of stimulus. This (with reference to perception) is the claim that sensations are, by themselves, unable to provide a unique description of the world. Sensation requires enriching which is the role of mental model (Alans and Gary, 2011). The cognitive theory of perception entails mental thinking, in other word rational thinking to recall and recognize what the learner have been taught in the class. Here the theory relates to this study because both teachers and students need to think rationally, the teacher should think of the best teaching and learning skills as well as the methods to adopt in teaching entrepreneurial skills while the students are expected to acquire and deploy the skills necessary for turning opportunities into viable ventures.

Problem Statement

The recent changes in global economy have made virtually all nations of the world to amend their various economic policies that could match the global economic competitiveness. Nigeria as a developing country is not left out of these changes in her economic policies. However, certain challenges exist in the area of effective entrepreneurship education implementation in senior secondary schools which are multi-faceted.

Moreover, the lack of functional infrastructures makes the study of entrepreneurship education ineffective. In addition, lack of adequate orientation and sensitization of students causes disinterest in entrepreneurship education resulting in wrong mindset and very weak participation in entrepreneurship activities, this in turn discourages the teachers from putting in their best to teach the subjects. Similarly, the unpleasant reaction of the society on artisans and craftsmen/women usually discourage active participation of students in practical skills acquisition. This is as a result of preference for white collar job which places more emphasis on paper qualification.

Various studies were conducted to find out the best practices for effective implementation of entrepreneurship education curriculum in public schools in Nigeria but with limited scope to some certain variables and areas in the country especially states like Zamfara state which has been ravaged by insecurity believe to be aggravated by unemployment among youth and other social factors. These and many other reasons prompted a study to assess the Teachers' Perception on the Curriculum Implementation of Entrepreneurship Education in Public Senior Secondary Schools in Zamfara central, Zamfara state.

Objectives of the study

The following research questions were raised to guide the study:

1. Assess the teachers' perception on the comprehensiveness of objectives of entrepreneurship education curriculum in public senior secondary schools in Zamfara central.
2. Find out the teachers' perception on the comprehensiveness of contents of entrepreneurship education curriculum in public senior secondary schools in Zamfara central.
3. Investigate the teachers' perception on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Zamfara central.

Research Questions

1. What is the perception of teachers on the comprehensiveness of objectives of entrepreneurship education curriculum in public senior secondary schools in Zamfara central based on gender?

2. How does teachers perceive the comprehensiveness of contents of entrepreneurship education curriculum in public senior secondary schools in Zamfara central based on location?
3. What are perception teachers on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Zamfara central based on qualifications?

Hypotheses

Ho1. There is no significant difference in the public senior secondary school teachers’ perception on the comprehensiveness of the objectives of entrepreneurship education curriculum based on Gender.

Ho2. There is no significant difference in the public senior secondary school teachers’ perception on the comprehensiveness of the contents of entrepreneurship education curriculum based on school location.

Ho3. There is no significant difference in the public senior secondary school teachers’ perception on the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on teachers’ qualifications.

Methodology

The researchers adopted a descriptive survey design for the study because the data was collected through Questionnaire and no variable was manipulated in the study (Kathori & Garg, 2014). Thus, Survey research design is appropriate for this study. Hence, the researcher is interested in the Assessment of teacher’s perception on the Implementation of entrepreneurship Education curriculum in public senior secondary schools in Zamfara Central Zone, Zamfara State, Nigeria.

The population of this study comprised of 118 Entrepreneurship Education teachers in 64 Public senior secondary schools in Zamfara Central zone. The target population in the zone is illustrated in table 1.

Table 1: Population of the Study

S/N	Local	Male Teachers	Female	Total
1.	Gusau	31	12	43
2.	Bungudu	16	10	26
2.	Maru	16	05	21
4	Tsafe	20	08	28
	Grand Total	83	35	118

The population is small and manageable, as such, the entire population was considered as the sample of the study, comprising all the 64 schools under the zone with one hundred and eighteen (118) male and female Entrepreneurship Education teachers in the zone.

In relation to the instrument for the data collection, the researchers self-developed questionnaire titled “Assessment of Teachers perception on the implementation of entrepreneurship education curriculum questionnaire. The questionnaire has two sections, A and B. Section A elicited demographic information of the respondents, while section B contains 26 items constructed based on teachers’ perception on Entrepreneurship Education Curriculum implementation in Public Senior Secondary Schools. Face and content validities were determined by experts in curriculum and instructions as well as entrepreneurship education to ensure that the questionnaires used in the study reflect the objectives of the study. To determine the reliability of the instrument developed for the study, a pilot study was conducted among thirty-five purposively selected teachers from a public senior secondary

school which was not included in the sampled schools for the study. Upon retrieval, the completed questionnaires were analyzed and the Cronbach’s Alpha reliability index of 0.70 was obtained the research questions were answered using descriptive statistics while the hypotheses were tested at 0.05 level of significance using inferential statistics.

Results

Research Question One: What is the teachers’ perception on the comprehensiveness of objectives of entrepreneurship education in public senior secondary schools in Zamfara central based on gender?

Table 2: Teachers’ perception on the comprehensiveness of objectives of entrepreneurship Education based on gender

Gender	N	Mean	Std. Dev.	Mean diff.
Male	83	16.5878	1.91560	0.05964
Female	35	16.0192	1.97524	

Table 2 revealed the statistical difference in the mean score and standard deviation between the Male and Female teachers’ perception of the comprehensiveness of objectives of entrepreneurship education curriculum based on gender for its implementation. The males have a mean score of 16.5878 and the standard deviation of 1.91560 while the Females have a mean score of 16.0192 and the standard deviation of 1.97524, a mean difference of 0.05964 was calculated in favor of the male teachers’. This finding implies that there is no significant difference in the senior secondary school teachers’ perception of the comprehensiveness of objectives of entrepreneurship education curriculum based on gender for its implementation.

Research Question Two: How does the teachers perceived the comprehensiveness of contents of entrepreneurship education curriculum in public senior secondary schools in Zamfara central based on school location?

Table 3: Teachers’ perception on the comprehensiveness of contents of entrepreneurship education based on school location

School Location	N	Mean	Std. Dev.	Mean diff.
Urban	71	17.5818	2.04842	0.70802
Rural	47	17.3333	2.75644	

Table 3 shows the statistical difference in the mean score and standard deviation between the teachers in urban areas and the teachers in rural areas, teachers’ perception of the comprehensiveness of contents of entrepreneurship education curriculum based on school location. The teachers in urban areas have a mean of score of 17.5818 and the standard deviation of 2.04842 while teachers in rural areas have a mean of score of 17.3333 and the standard deviation of 2.75644 and a mean difference of 0.70802 was calculated in favor of teachers in urban areas. This finding implies that there is no significant difference in the senior secondary school’s teachers’ perception of the comprehensiveness of contents of entrepreneurship education curriculum based on school location for its implementation.

Research Question Three: What is the teachers’ perception on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Zamfara central zone, based on the teachers’ qualification?

Table 4: Teachers’ perception on the suitability of methods of teaching entrepreneurship education based on the teachers’ qualification.

Source	Sum of Squares	Df	Mean Square	F-value
Between Group	2.402	2	1.201	
Within Group	1318.938	116	4.486	0.268
Total	1321.340	118		

Table 4 exposed the statistical difference in the degree of freedom and mean square between the two groups, based on the teachers’ qualification for its implementation. The teachers between the group has a degree of freedom of 2 and a mean square of 1.201, and 116 with mean square of 4.48 was calculated in favor of teachers within the group. This finding implies that teachers’ qualification does not determine their perceptions on the suitability of the teaching methods in the implementation of entrepreneurship education curriculum in Zamfara state,

Hypotheses Testing

Hypothesis One: There is no significant difference in the public senior secondary school teachers’ perception on the comprehensiveness of objectives of entrepreneurship education based on gender.

Table 5: t-test showing the difference in the teachers’ perception on the comprehensiveness of objectives of entrepreneurship education based on gender.

Gender	N	Mean	Std. Dev.	Df	t-value	Sig
Male	83	16.5878	1.91560	116	1.701	0.09
Female	35	16.0192	1.97524			

Table 5 reveals t-value of 1.701 ($t(295) = 0.09; p > .05$) which is not significant at 0.05 alpha level. This means that there is no significant difference in the senior secondary school teachers’ perception on the comprehensiveness of objectives of entrepreneurship education curriculum based on gender. Thus, the stated hypothesis one is accepted.

Hypothesis Two: There is no significant difference in the public senior secondary school teachers’ perception on the comprehensiveness of contents of entrepreneurship education curriculum based on school location.

Table 6: t-test showing the difference in the teachers’ perception on the comprehensiveness of contents of entrepreneurship education curriculum based on school location.

School Location	N	Mean	Std. Dev.	Df	t-value	Sig
Urban	71	17.5818	2.04842			

116 .891 .374

Rural 47 17.3333 2.75644

Results from Table 6 reveals that there is no significant difference in the senior secondary school teachers’ perception on the comprehensiveness of contents of entrepreneurship education curriculum based on school location. ($t(295) = 0.891; 0.374; p > .05$). Therefore, the stated hypothesis two is accepted.

Hypothesis Three: There is no significant difference in the public senior secondary school teachers’ perception on the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on qualifications.

Table 7: ANOVA showing the difference in the teachers’ perception on the suitability of teaching methods

Source	Sum of Squares	Df	Mean Square	F-value	Sig. of F-val.
Between Group	2.402	2	1.201		
Within Group	1318.938	116	4.486	0.268	0.77
Total	1321.340	118			

Table 7 reveals an F-value of 0.268 ($F_{2, 294} = 0.77; P > 0.05$) which is not significant at 0.05 alpha level. Therefore, hypothesis three is upheld. This means that, there is no significant difference in the senior secondary school teachers’ perception on the suitability of teaching methods in the implementation of entrepreneurship education curriculum on the basis of their qualifications. Thus, the teachers’ qualification does not determine their perceptions of the suitability of the teaching methods in the implementation of entrepreneurship education.

Discussion of Findings

This study reveals that there is no significant difference between teachers perception on the implementation of entrepreneurship education curriculum, this findings is in agreement with the finding of Uzoechina (2015) who examined the principals’ perception on entrepreneurship education in senior secondary schools in Nigerian education. The result of also indicated that there is no significant difference in the public senior secondary school teachers’ perception on the comprehensiveness of contents of entrepreneurship education curriculum, this result is supported by the findings of Etor, Akpama and Akpan (2009) on higher education and youth preparation for entrepreneurship, it found that students were positive in their rating of the relevance of entrepreneurial studies to their learning need for entrepreneurship without difference in their locations. It also found that students both in rural and urban areas, agreed that inadequate skilled teachers, lack of laboratory and conducive classroom for practical work, lack of training materials and textbooks were the major problems affecting the proper use and implementation of entrepreneurship education curriculum teaching in schools within Nigeria.

The study further revealed that there is no significant difference in the public senior secondary school teachers’ assessment of the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on qualifications. The findings of the study is in line with the finding of Okuo (2015) who found that if entrepreneurship education curriculum is well implemented using the appropriate methods, its graduates will not only be literate but would also have acquired entrepreneurial skills that will make them self-reliant and enable them to live good lives upon graduation. The study did not show any difference based on the qualifications of the teachers possibly

because most of the teachers have teaching qualifications to effectively handle the subjects. The findings of Okuo further indicated that the teaching of prevocational studies for self-employment is not guaranteed as its teaching is dominated by theoretical strategy and some contents that could be taught practically are not prescribed by the curriculum to be taught practically.

Conclusion

It is evident that teachers are positive in their perception on the comprehensiveness of the implementations of objective of entrepreneurship education curriculum in public senior secondary schools as a technique for senior secondary school graduates self-employment. Teachers do not differ in their perception on the implementation of contents of entrepreneurship education and the teaching methods used in teaching the entrepreneurship subjects as a technique for senior secondary schools graduates' self-dependence. The respondents identified lack of qualified teachers and lack of appropriate teaching materials which affects the proper implementation of entrepreneurship education.

Recommendations

There is need for government to create the necessary awareness on entrepreneurship education among students, emphasizing relevance of the program to the graduates in order to be self-dependence in this era of rising youth unemployment.

Facilities needed to teach various trade/entrepreneurial subject should be made adequate and available so as to ensure that the needed skills are acquired.

There should be a provision for periodic retraining of the teachers to update their knowledge in various areas of entrepreneurship education curriculum. This will expose them to modern trends in entrepreneurship across the globe and enhance effective teaching and learning in the entrepreneurship education in schools.

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