

WEIGHING TEACHER'S PERCEPTION ON CURRICULUM IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN PUBLIC SENIOR SECONDARY SCHOOLS IN KATSINA SENATORIAL DISTRICT KATSINA

¹BINTA SAMAILA & ²DR. AMINU ABUBAKAR

^{1&2}Department of Educational Foundations, Federal University Dutsin-Ma
bsamaila404@fudutsinma.edu.ng,
, aabubakar4@fudutsinma.edu.ng,

Abstract

This study investigated the teacher's perception on the implementation of Entrepreneurship Education curriculum in Katsina central and Katsina North zones, Katsina state. Three research questions were asked to guide the study. Survey research design was adopted, and purposive sampling technique was used to select 297 teachers from one hundred eighteen (118) public senior secondary schools from population of 347. The instrument for data collection was a modified 4-point Likert scale questionnaire, developed by the researcher titled Assessment of Teachers Perception on the Implementation of Entrepreneurship Education Curriculum Questionnaire (TPIEENQ). The Cronbach Alpha Reliability method was employed to establish reliability co-efficient of the instrument, The Cronbach's Alpha coefficient of 0.70 was obtained for the study. The result of the study shows that teachers' are positive in their perception on the comprehensiveness of the implementations of objective of entrepreneurship education curriculum in public senior secondary schools in Katsina state, Teachers do not differ in their perception on the implementation of contents of entrepreneurship education and the teaching methods use 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 affect the proper implementation of entrepreneurship education. Based on the findings of the study it was recommended that government should create the necessary awareness on entrepreneurship education among the students, emphasizing relevance of the programme to the graduates in order to be self-dependence in this era of rising youth unemployment

Keywords: Perception, Curriculum, Curriculum Implementation, Entrepreneurship, Education

Introduction

The history of Nigerian education system could be traced back to the colonial period, the educational policy then was geared towards saving the interest of the colonial masters in term of supply of manpower for their effective administration of Nigeria colony and protectorates, 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, 2010.) 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 fresh initiatives, 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/Refrigeration; 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. (Aladekomo, 2010.)

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.

Objectives of Entrepreneurship Education

Entrepreneurship education according to Paul (2005) is structured to achieve the following objectives: To offer functional education for the youth that will enable them to be self- employed and self-reliant. Provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.

To serve a catalyst for economic growth and development.

To reduce high rate of poverty.

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).

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 (Aladekomo 2010). 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.

Statement of the Problem

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. The challenges are multi-faceted. Moreover, the lack of functional infrastructures makes the study of entrepreneurship education not to be effective. Again the Lack of adequate orientation and sensitization of students causes a dis-interest in entrepreneurship education resulting in wrong mind-set and very weak participation in entrepreneurship activities, this in turn discourages the teachers from putting in their best. In addition, the unpleasant reaction of the society on artisans and craftsmen/women usually discourage active participation of students in practical skills acquisition and

unemployment rate. This is as a result of preference for white collar job which places more emphasis on paper qualification.

Objectives

The specific objectives are:

Assess the teachers' perception on the comprehensiveness of objectives of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based on gender.

Find out the teachers' perception on the comprehensiveness of contents of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based on school location.

Investigate the teachers' perception on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state based on teachers' qualification.

Research Questions

Three research questions were asked

What is the teachers' perception on the comprehensiveness of objectives of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state based on (gender) for its implementation?

How do teachers perceive the comprehensiveness of contents of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based (school location?) for its implementation?

What are teachers' perception on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based on (teachers' qualification) for its implementation?

Hypotheses

Three hypotheses were formulated to guide the study

HO1. There is no significant difference in the public senior secondary school teachers' perception on the implementation and assessment of comprehensiveness of objectives of entrepreneurship education based on Gender for its implementation.

HO2. There is no significant difference in the public senior secondary school teachers' perception and assessment of comprehensiveness of contents of entrepreneurship education curriculum based on school location for its implementation.

HO3. There is no significant difference in the public senior secondary school teachers' perception and assessment of the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on teachers' qualifications for its. Implementation.

Methodology

The researcher adopted a survey research 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 Katsina Senatorial District, Katsina State, Nigeria.

The population of this study comprised of 347 Entrepreneurship Education teachers in 165 Public senior secondary schools in Katsina Central and North zones. The face and content validities were determined by experts in curriculum and instructions as well as Educational Measurement and Evaluation and Department of Educational Psychology and Counselling, Faculty of Education, Federal University Dutsin-Ma Katsina state Nigeria. To ensure that the questionnaires used in the study reflect the objectives and research questions and they were reviewed by experts in curriculum and instructions, in order to be sure that they are clear and relevant in order to determine

The face and content validities the 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, Community Secondary School Dutsin-ma, thus drafted questionnaire was administered personally by the researcher to the respondents which help the researcher to answer all the questions asked by the respondents. Upon retrieval, the completed questionnaires were analyzed and the Cronbach’s Alpha reliability index of 0.70 was obtained from Assessment of Teachers perception on the implementation of entrepreneurship education curriculum questionnaire (ATPIEECQ).

The researcher self-developed questionnaire titled “Assessment of Teachers Perception on the Implementation of Entrepreneurship Education Curriculum Questionnaire” (ATPIEECQ) was used for data collection. The questionnaire contained sections A and B. Section A elicited information on the bio-data of the respondents such as; gender, qualifications, years of teaching experience while section B which contains 26 items constructed based on teachers’ perception on Entrepreneurship Education Curriculum implementation in Public Senior Secondary Schools in Katsina Central and North zones, in Katsina state. The responses were rated based on modified four (4) point Likert rating scale of strongly agreed (SA), Agree (A), Disagree (D), and Strongly Disagreed (SD).The research questions were analyzed using descriptive statistics, t-test was used in testing hypotheses one (1) and two (2) while ANOVA was used in testing hypotheses three at 0.5 alpha level of significance.

Answering Research Questions

Research Questions One: What is the teachers’ perception on the comprehensiveness of objectives of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state based on gender for its implementation?

Table 1: Teachers’ Perception of the Comprehensiveness of Objectives of Entrepreneurship Education Based on Gender

Gender	N	Mean	SD	Mean Difference
Male	245	16.587	1.915608	
Female	52	16.019	1.975242	0.05964

Table 1 shows the difference in the mean scores and standard deviations of male and female teachers’ perceptions of the comprehensiveness of the objectives of entrepreneurship education curriculum for its implementation. The male teachers recorded a mean score of 16.587 (SD = 1.915608), while the female teachers had a mean score of 16.019 (SD = 1.975242). The mean difference between the two groups was 0.05964 in favour of the male teachers. Although the male teachers had a slightly higher mean score than their female counterparts, the difference is minimal. This indicates that both male and female teachers have similar perceptions regarding the comprehensiveness of the objectives of entrepreneurship education curriculum for its implementation. Therefore, the finding implies that there

is no significant difference in senior secondary school teachers’ perception of the comprehensiveness of the objectives of entrepreneurship education curriculum based on gender

Research Questions Two: How do teachers perceive the comprehensiveness of contents of entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based on school location for its implementation?

Table 2: Teachers’ Perception of the Comprehensiveness of Contents of Entrepreneurship Education Based on School Location

School Location	N	Mean	SD	Mean Difference
Urban	165	17.5818	2.04842	
Rural	132	17.3333	2.75644	0.70802

Table 2 presents the mean scores and standard deviations of teachers’ perceptions of the comprehensiveness of the contents of entrepreneurship education curriculum based on school location. The teachers in urban schools recorded a mean score of 17.5818 (SD = 2.04842), whereas teachers in rural schools recorded a mean score of 17.3333 (SD = 2.75644). The reported mean difference of 0.70802 was calculated in favour of teachers in urban schools. Although teachers in urban areas had a slightly higher mean perception score than those in rural areas, the difference between the two groups is relatively small. This suggests that both urban and rural teachers share similar perceptions regarding the comprehensiveness of the contents of entrepreneurship education curriculum for its implementation. Therefore, the finding implies that there is no significant difference in senior secondary school teachers’ perception of the comprehensiveness of the contents of entrepreneurship education curriculum based on school location.

Research Questions three: What are the teachers’ perception on the suitability of methods of teaching entrepreneurship education in public senior secondary schools in Katsina central and Katsina north zones, Katsina state, based on the teachers’ qualification for its implementation?

Table 3: ANOVA Summary of Teachers’ Perception on the Suitability of Methods of Teaching Entrepreneurship Education Based on Teachers’ Qualification

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.402	2	1.201	0.268	.765
Within Groups	1318.938	294	4.486		
Total		296			

The ANOVA result showed that there was no statistically significant difference in teachers’ perception of the suitability of teaching methods based on qualification, $F(2, 294) = 0.268, p = .765$. Since the p-value (.765) is greater than the 0.05 level of significance, the null hypothesis is not rejected. This indicates that teachers’ qualification does not significantly influence their perception of the suitability of teaching methods for the implementation of entrepreneurship education

Hypotheses Testing

Three hypotheses were formulated for the study

Hypotheses one: There is no significant difference in the public senior secondary school teachers’ perception on the implementation and assessment of comprehensiveness of objectives of entrepreneurship education based on gender.

Table 4: Independent Samples t-Test Showing the Difference in Teachers’ Perception of the Comprehensiveness of Objectives of Entrepreneurship Education Based on Gender

Gender	N	Mean	SD	df	t	p
Male	245	16.5878	1.91560			
Female	52	16.0192	1.97524	295	1.701	.090

Table 4 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 implementation and assessment of comprehensiveness of objectives of entrepreneurship education curriculum based on gender. Thus, the stated hypothesis one is accepted.

Hypotheses two: There is no significant difference in the public senior secondary school teachers' perception and assessment of comprehensiveness of contents of entrepreneurship education curriculum based on school location.

Table 5 : Independent Samples t-Test Showing the Difference in Teachers' Perception and Assessment of the Comprehensiveness of Contents of Entrepreneurship Education Curriculum Based on School Location

School Location	N	Mean	SD	df	t	p
Urban	165	17.5818	2.04842			
Rural	132	17.3333	2.75644	295	0.891	.374

Table 5 presents the independent samples t-test results examining the difference in senior secondary school teachers' perception and assessment of the comprehensiveness of the contents of entrepreneurship education curriculum based on school location. The results show that teachers in urban schools had a mean score of 17.5818 ($SD = 2.04842$), while teachers in rural schools had a mean score of 17.3333 ($SD = 2.75644$). The t-test analysis revealed that there was no statistically significant difference between the two groups, $t(295) = 0.891, p = .374$. Since the calculated p-value (.374) is greater than the 0.05 level of significance, the null hypothesis is not rejected. This indicates that school location does not significantly influence teachers' perception and assessment of the comprehensiveness of the contents of entrepreneurship education curriculum. Therefore, Hypothesis Two, which states that there is no significant difference in public senior secondary school teachers' perception and assessment of the comprehensiveness of the contents of entrepreneurship education curriculum based on school location, is accepted.

Table 6
 ANOVA Showing the Difference in Teachers' Perception and Assessment of the Suitability of Teaching Methods in the Implementation of Entrepreneurship Education Curriculum Based on Qualifications

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.402	2	1.201	0.268	.770
Within Groups	1318.938	294	4.486		
Total	1321.340	296			

Table 6 presents the ANOVA results examining senior secondary school teachers' perception and assessment of the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on their qualifications. The results show that the between-groups sum of squares was 2.402 with 2 degrees of freedom, resulting in a mean square of 1.201. The within-groups sum of squares was 1318.938 with 294 degrees of freedom and a mean square of 4.486. The total sum of squares for the analysis was 1321.340. The calculated F-value was 0.268, with a corresponding p-value

of .770. Since the F-value is small and the p-value (.770) is greater than the 0.05 alpha level, the result is not statistically significant. Therefore, Hypothesis Three is upheld. This finding indicates that there is no significant difference in senior secondary school teachers' perception and assessment of the suitability of teaching methods in the implementation of entrepreneurship education curriculum based on their qualifications. In other words, teachers' qualifications do not determine the suitability of the teaching methods used in implementing entrepreneurship education.

Discussion of the Findings

The result of hypotheses one (1) reveals that there is no significant difference between teachers' perception on the implementation of entrepreneurship education curriculum, this finding is in agreement with Uzoechina (2015) who examined the principals' perception on entrepreneurship education in senior secondary schools in Nigerian education. The findings showed that the principals perceive entrepreneurship education as a veritable means to be self-reliance and employers of labour upon graduation without gender difference been discovered.

The result of hypothesis two (2) of this study indicated that there is no significant difference in the public senior secondary school teachers' perception on the assessment of comprehensiveness of contents of entrepreneurship education curriculum, this result is supported by the findings of (Etor, Akpama and Akpan (2019)n

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 result of hypothesis three (3) indicates 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 agreement with Okuo (2015) who found that if entrepreneurship education curriculum is well implemented, 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, however, the attainment was not guaranteed. The study did not show any difference based on the qualifications of the teachers possibly because most of the teachers have teaching qualifications. The findings of Okuo further indicated that the teaching of pre-vocational 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. The result of this study aligns with that of Onuma (2016) who found that there is a significant relationship between entrepreneurial education and post graduate job creation. This result implies that entrepreneurial education is relevant to students with regards to equipping them with skills for post-graduate job creation ability rather than job seekers.

Conclusion

Based on the findings of the study the following can be concluded.

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 use 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

The following recommendations were made:

Government should create the necessary awareness on entrepreneurship education among the students, emphasizing relevance of the programme to the graduates in order to be self-dependence in this era of rising youth unemployment.

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

Government should be provision of periodic retraining of the teachers to update their knowledge in various areas of entrepreneurship education and in the information communication technology. This will expose them to modern trends in entrepreneurship across the globe and enhance effective teaching and learning in the subject.

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