

Students' Perception of the Implementation of Entrepreneurship Education in Secondary Schools for Economic Development

Akeke, M. N. G. & Eyo, E. E.

mercyakeke64@gmail.com
Department of Vocational Education, Faculty of Education,
University of Calabar, Calabar.

DOI: 10.29322/IJSRP.8.8.2018.p8014
<http://dx.doi.org/10.29322/IJSRP.8.8.2018.p8014>

ABSTRACT: The study investigated students' perception of the extent of the implementation of entrepreneurship education for economic development. The survey design was adopted for the study. The population of the study comprised 9,714 SS2 students in Calabar Education Zone. Simple random technique was used to select 936 students which made up the sample of this study. The major instrument was a questionnaire with a reliability index ranging from 0.71-0.81 achieved using Cronbach alpha method. Two hypotheses were formulated and data gathered were analyzed with population t-test. The results of the analysis were found to be significantly high for curriculum content and low for utilization of instructional facilities. Recommendations included among others that instructional facilities should be properly utilized for effective implementation of entrepreneurship education, for the purpose of economic development.

Keywords: Students' perception, implementation and entrepreneurship education

INTRODUCTION

Education remains the process through which human potentials are developed. The aim of education in whatever form is to mould an individual to a better person, who will be relevant to his environment and make positive contributions to his society. But most secondary school graduates find themselves roaming the streets not knowing what to do to help themselves, because they lack skills which should help them excel in life. As a result of this idleness they constitute nuisance to the society. As often said "an idle mind is the devil's workshop" the

joblessness of the youth today stems from their non-acquisition of entrepreneurial skills. As such the youths are mostly involved in anti-social activities like thuggery, armed robbery, militancy, ethnic and political clashes which could be traced to the fact that they are not equipped with skills that enable them to fit into the world of economic and productive enterprise upon graduation.

Entrepreneurship education is that education which assists students to develop positive attitude, innovation and skills for self-reliance, rather than depend on the government for employment. Entrepreneurship education will enable schools to produce graduates with self-confidence and capacities for independent thought to discover new information leading to economic development (Emetaron, 2008). Agu (2006) opined that entrepreneurship education is the type of education designed to change the orientation and attitude of the recipient, and in the process equip him with the skills and knowledge to enable him start and manage a business enterprise. This type of education aims at developing the requisite entrepreneurial skills, attitudes, competences and dispositions that will predispose the individual to be a driving force in managing a business. It is a skill based education. Similarly, Umunadi (2011) viewed entrepreneurship education as the basic education that prepares people for owning and managing their own businesses, vocational and technical in nature deeply rooted in practical work, it is the acquisition of skills in local crafts and proper technological training for self-reliance. This implies that Entrepreneurship Education prepares one to be adequately equipped to acquire skills which could be used to manage his own business.

Some objectives of entrepreneurship education according to Paul, (2005) is organized to achieve the following objectives: to create employment, to reduce high level of poverty, to create

smooth transition from traditional to a modern industrial economy, to provide the young graduates with enough training and support that will enable them to establish an occupation in small and medium sized businesses, to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. Entrepreneurship Education reduces the high level of rural-urban migration, to offer functional education for the people that will enable them to be self-employed and self-reliant, to provide the youth adequate training that will enable them to be more creative and innovative in identifying noble business opportunities.

The new senior secondary curriculum has five compulsory subjects; English Language, General Mathematics, Civic Education, Computer Studies/ICT, one trade subject selected from the newly introduced 35 trade subjects (Federal Government of Nigeria, 2008). Duruamaku-Dim (2013) enumerated the 35 entrepreneurship subjects to include: Auto body repair and spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning refrigerator, Welding and Fabrication, Engineering Craft Practice, Electrical installation and maintenance work, Radio, TV and Electrical work, Block laying, Brick laying and concrete work, Painting and decorating, Plumbing and Pipe fitting, Machine wood working, Carpentry and joinery, Furniture Making, Upholstery, Catering and craft practice, others include Garment making, Textile trade, Dyeing and bleaching, Printing craft practice, Cosmetology, Leather goods manufacturing and repair, Keyboarding, Shorthand, Data processing, Store keeping, Book keeping, GSM maintenance, Photography, Tourism, Mining, Animal husbandry, Fisheries, Marketing, and Salesmanship. He noted that at the senior secondary school level no formal lecture is encouraged; students are exposed to the knowledge and skills dimensions of

entrepreneurship education through the use of entrepreneurship driven technology. He emphasized that two issues are important when considering secondary school curriculum and entrepreneurship studies. These are the curriculum content and learning.

The curriculum is a planned learning experience made available to help students achieve the learning outcomes to the best of their abilities. It is expected that with the introduction of the 35 entrepreneurship subjects in the Senior Secondary Education Curriculum (SSEC) any student who passes through the above curriculum must have developed the necessary confidence to be self-reliant. Chukwurah (2011) defined the curriculum as a learning experience given to the learner under the guidance of the teacher. The teacher is central to the process of education, but most teachers lack the skills to impart the needed knowledge for students to acquire the skills (Dimson, 2011). To effectively implement the curriculum of entrepreneurship education the teacher must be competent.

Instructional facilities constitute important resources to the realization of the goals and objectives of the school. It is the presence of these facilities that enhances the students' learning by allowing them gain the needed practical experience. Umar and Ma'aji (2010) observed that Technical and Vocational Education (TVE) has been forced to perform below standard due to non-availability, inadequacy or total neglect of the required facilities in the workshop for effective acquisition of skills. They noted that to realize the objectives of the educational system the teachers' efforts may be meaningless without the instructional facilities being available. They discovered that the curriculum can only be implemented where facilities in the workshop are adequate and relevant.

According to Udonwa (2010) who studied the utilization of physical and material resources for secondary education programme in Oyo State with adequate resources and allocation, projections and use. Sixty (60) secondary schools were selected from 10 Local Government Areas of the State. He analyzed the data collected using the z-test analysis of variance and t-test statistical techniques. The findings revealed that the level of utilization of physical and material resources was low and that the provision of instructional facilities was inadequate despite geometric increase in students' ratio. He further devised that there is dire need to improve the allocation and utilization of resource materials in schools to check students' performance. Educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways. He further mentioned that, poor utilization and under-utilization of facilities bring forth low educational performance.

In a study carried out by Ofoha (2011), on assessment on how the curriculum was implemented in Nigerian secondary schools with a view to determining the appropriateness of Nigerian secondary education curriculum found that the curriculum was appropriate in terms of goals and content but found weak in its method of implementation. He also found teaching method used in implementing the curriculum as mainly theoretical. Home Economics, Agricultural Science, Introductory Technology, Music, Fine Arts, Food and Nutrition, Technical Drawing and other core and vocational and technical subjects that were mostly taught while Arts and Crafts, clothing and textiles did not receive much attention. He also found that students' entrepreneurial capabilities were significantly low as there was no significant production of marketable goods and services to show for their practical knowledge.

Availability of appropriate facilities according to them enhances students' learning by allowing them to be involved in demonstrations, and practice which will build their skills. The facilities apart from being available should be adequate, so that the students do not struggle to use them. In line with the foregoing, Uzoagulu (1993) discovered that students were compelled to carry out practice exercise in group due to lack of adequate tools and equipment. The school workshops, laboratories or studios are meant to offer equipment chances for practical training of students in the acquisition of skills in different trade areas. Students' potentials seem not to be properly channeled as most schools do not have the necessary instructional facilities to ensure the effective implementation of the curriculum.

Various authors have agreed that students learn best what they find understandable. And that students' perception about a subject influence their understanding and learning of that subject and continued study of the subject. This is indicative that a major reason underpinning students' participation in a learning task is their perception of the subject as fascinating, boring, simple, difficult, or important. There is evidence that students who find a subject interesting tend to choose it for further study. Perception in the light of this study is how the students judge the extent to which entrepreneurship education has been implemented in their schools.

Given the scenario above, this study focused on finding out the extent to which entrepreneurship education is implemented as perceived by students in secondary schools for economic development as this will enable stakeholders to know the extent of implementation and what should be done next.

Statement of the problem

Every secondary school graduate is expected to have been prepared for higher education and at the same time acquire relevant trade or entrepreneurship skills needed for poverty eradication, employment and wealth generation. From observation and interaction with some of the students the researcher got to know that the aim for which the Basic Education Curriculum was introduced has been defeated and the objectives of the 35 trade or entrepreneurship subjects has not been achieved.

Most secondary school graduates are idle and some are involved in various vices due to unemployment. Several studies have shown that most individuals do not possess useful entrepreneurial skills which have led to heightened social problem in the society. As often said “an idle mind is the devil’s workshop” the joblessness of many youths today stems from their non-acquisition of entrepreneurial skills. This has further aggravated the negative behaviour of our youths in the society as most anti-social acts could be traced to the fact that the youths are not empowered to be self-reliant. The training acquired at the end of secondary education seems inadequate to make the school leavers competent and self-reliant.

The question is: What is student’s perception of the extent to which entrepreneurship education is implemented in terms of the curriculum contents and utilization of instructional facilities to impart skills in secondary schools for the implementation of entrepreneurship education in secondary schools for economic development. This is the crux of this study.

Research questions

The following research questions guided this study:

1. To what extent is the curriculum content of entrepreneurship education implemented in secondary schools as perceived by students?

2. To what extent are instructional facilities utilized for the implementation of entrepreneurship education in secondary schools as perceived by students?

Statement of hypotheses

The following hypotheses were tested statistically in this study:

1. The extent of implementation of entrepreneurship education curriculum in the secondary schools as perceived by students is not significantly low.
2. The extent to which instructional facilities are utilized for the implementation of entrepreneurship education in secondary schools as perceived by students is not significantly low.

Research methodology

The research design adopted for this study was the survey design. This design was considered appropriate because it elicited information on students' perception on the implementation of entrepreneurship education in secondary school for economic development. The target population of the study consisted of all SS2 students in all public secondary schools in Calabar Education Zone. The zone has a total of 9,174 students in public secondary schools. The sample of the study was made up of 936 students selected from the population of the study representing about 10% of the target population and used for the study.

Two hypotheses were formulated and tested at 0.05 level of significance using population t-test as the statistical tool applied and the result of the analysis presented hypothesis by hypothesis. One instrument was used for data collection in this study. This was a questionnaire titled "Students' Perception of Implementation of Entrepreneurship Education Questionnaire (SPIEEQ)".

The response of the item for curriculum content was structured on a four point rating scale as follows:

Very High Implementation (VHI) = 4; Highly Implemented (HI) = 3;

Moderately Implemented (MI) = 2; Not Implemented = 1.

Hypothesis one

The extent of implementation of entrepreneurship education curriculum in secondary school as perceived by students is not significantly low.

To test this hypothesis, population t-test analysis was applied to data and the results presented in Table 1.

TABLE 1

Population t-test analysis result showing of extent of students' perception to which curriculum content is implemented in entrepreneurship education

N=902

Variable	\bar{X}	μ	S.D	t	p-value
Curriculum content	99.63	87.5	27.005	13.485	.000

Significant at .05 level, df=901

Results from Table 1 shows the mean score of secondary school as 99.63 and that of the population mean as 87.5 while calculated t is 13.485 at .05 level of significance with a p-value of 0.000. The difference is significant as the p-value of 0.000 is lower than the value of .05 level of significance hence the null hypothesis is rejected. Therefore, the extent of implementation of

entrepreneurship education curriculum content in secondary school is not significantly low but high.

Hypothesis two

The extent to which instructional facilities are utilized for the implementation of entrepreneurship education for economic development is significantly low. To test this hypothesis, population t-test analysis was applied and the results presented in Table 2.

TABLE 2

Population t-test analysis, showing results for the extent to which facilities are utilized for the implementation of entrepreneurship education as perceived by students

(N=902)

Variable	\bar{X}	μ	S.D	t	p-value
Utilization of facilities	24.35	25.0	13.71	-1.432	0.152

Significant at .05 level, df=901

Table 2 shows the mean score of utilization of facilities for the implementation of entrepreneurship education in secondary schools as 24.35 and a population mean of 25.0, while the calculated t is -1.432 at .05 level of significance with a p-value of 0.152. The computed t -value of -1.432 is statistically not significant because $X=24.35$, $S.D=13.71$, $+ (901) = -1.432$, $p > .001$ at .05 level of significance, hence, the null hypothesis was retained. It is therefore concluded that the extent to which facilities are utilized for the implementation of entrepreneurship education in secondary school is significantly low.

Discussion of findings

The findings of this hypothesis revealed that the students' perception of the extent to which curriculum content is implemented in entrepreneurship education in secondary schools is not significantly low but high. All thanks to the Federal Government for this initiative in our school system, which is giant stride towards achieving a strong and self-reliant nation with great and dynamic economy and full of opportunities for her citizens. The introduction of the new secondary school curriculum in secondary schools in Nigeria is a fresh initiative which according to NERDC in 2011 aimed at ensuring that graduates from secondary schools are trained in entrepreneurship skills and possess relevant skills that will equip them for challenges of labour market and be employers of labour.

Again, the findings of this study was found contrary to the report of Ofoha (2011) whose assessment on how the curriculum was implemented in Nigerian secondary schools with a view to determining the appropriateness of Nigerian secondary education curriculum found that the curriculum was appropriate in terms of goals and content but found weak in its method of implementation. He also found teaching method used in implementing the curriculum as mainly theoretical. Home Economics, Agricultural Science, Introductory Technology, Music, Fine Arts, Food and Nutrition, Technical Drawing and other core and vocational and technical subjects that were mostly taught while Arts and Crafts, clothing and textiles etc, did not receive much attention. He also found that students entrepreneurial capabilities was significantly low as there were no significant production of marketable goods and services to show for their practical knowledge.

Results from hypothesis two revealed that, the extent to which facilities are utilized for the implementation of entrepreneurship education in secondary schools is significantly low. This

result implies that even when the facilities were found to be available and adequate according to the findings of this study, the utilization of these facilities were significantly very low. This finding was in agreement with Okunola in Udonwa (2010) who studied the utilization of physical and material resources for secondary education programme in Oyo State with adequate resources and allocation, projections and use. Sixty (60) secondary schools were selected from 10 Local Government Areas of the State. He analyzed the data collected using the z-test analysis of variance and t-test statistical techniques. The findings revealed that the level of utilization of physical and material resources was low and that the provision of instructional facilities was inadequate despite geometric increase in students' ratio. He further devised that there is dire need to improve the allocation and utilization of resource materials in schools to check students' performance. This was supported by Ogunsola (2004) who added that educational outcomes in schools are closely linked to utilization and adequacy of teaching/learning resources in different ways. He further mentioned that, poor utilization and under-utilization of facilities bring forth low educational performance.

Again, findings from this study, also concurs with the findings of Udonwa (2010) who reported that 98% of the teachers do not improvise nor utilize instructional facilities during teaching. He concluded that non-improvisation and non-utilization of instructional facilities by teachers has reduced teaching effectiveness. It was also observed that inadequate provision of instructional facilities has contributed to poor performances of students. The aim of the instructional facilities is to provide services and facilities that support and enrich the school curriculum as well as enhance the performance of instructional goals of a school.

More so, the findings of this study is in consonance with the findings of Nwosu (2010) in a study on utilization of information and communication technology (ICT) as a tool and strategies for improving teacher's professional development for effective service delivery, where it was found that teachers can to a very low extent utilize ICT resources for their professional development to enhance service delivery in schools. It also revealed that slow access to ICT equipment, low internet connectivity, lack of sufficient computers and high cost of laptop, lack of qualified personnel, interrupted power supply and others constitute a hindrance to ICT usage.

Conclusion

Based on the findings of the study, it was concluded that students' perception of the extent of implementation of entrepreneurship education as perceived by students was significantly high for curriculum content but low for utilization of instructional materials. Again, based on the findings, it was concluded that the introduction of trade subjects into the Senior Secondary Education Curriculum (SSEC) which was aimed at meeting emerging educational needs and economic development, as well as ensure that entrepreneurship and technical subjects were not properly embedded in the curriculum in our educational system which is a challenge to the implementation of entrepreneurship education.

It was concluded based on the findings of this study that, facilities must be properly utilized by the beneficiaries. This is because effective implementation of entrepreneurship education curriculum cannot be realized without effective provision and utilization of instructional facilities in teaching various trade or entrepreneurship subjects. It is therefore paramount and basic to properly utilize instructional materials while teaching in schools.

It is evident from the study that secondary school students in Calabar Education Zone have not had enough practical in entrepreneurship skills to allow economic development. The schools are expected to rise to the challenge of equipping the students with the necessary entrepreneurial knowledge, skills, values and attitude for them to live as competent citizens of the society and contribute meaningfully to nation building.

Recommendations

In view of the various findings and conclusions of the study, the following recommendations are hereby forwarded for the consideration of the Federal Ministry of Education, curriculum developers, school administrators, teachers, private sectors and future researchers.

1. Curriculum planners should gauge the level of success of current implementation of entrepreneurship education and plan towards an implementation that will instill basic skills in the youths. Entrepreneurship education should be integrated into schools right from the primary education level to stir up the interests of job creation in the mind of the learners at the formative stage of their lives.
2. Government should not only make facilities available and adequate to teachers and students, but should also ensure that these facilities are properly utilized for effective implementation of entrepreneurship education.

REFERENCES

- Agu, C. N. (2006). Pedagogy of entrepreneurship in a contemporary society. *The Enterprise International Research Journal for Development*, 8(1): 18-32.
- Chukwurah, C. C. (2011). *Methods and materials in business and economic education*. Calabar: Ushie Printing and Publishing Company.
- Duruamaku-Dim, G. C. E. (2013). Entrepreneurship studies as an integral part of school curriculum: Implication and challenges. An unpublished workshop paper.
- Emetaron, U. G. (2008). Rethinking higher education management for poverty reduction among the youths in Africa. A paper presented at the third regional conference on higher education for youth empowerment opportunities, capabilities and second chance organized by National Education Research and Policy Network (NERPNET) at IITA, Ibadan, Oyo State. August 18 – 21.
- Federal Government of Nigeria (2008). *National Policy on Education*. Lagos: NERDC Press.
- Ofoha, D. (2011). Assessment of the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria. *Edo Journal Counseling*, 4(2): 77-86.
- Osuala, E. C. (2009). *Business and computer education*. Enugu: Cheston Publishers.
- Paul, E. O. (2005). Entrepreneurship education in E. Priscilla, P. Elizabeth, A. Beatrice, A. Godwin, A. Chikwe, U. Henri & A. Anih (Eds.). *Entrepreneurship in Vocational Education*. Enugu: Ozybel Publishers.
- Udonwa, R. E. (2010). Evaluation of the teaching of home economics in Cross River State secondary schools. M. Ed Unpublished Thesis. Department of Curriculum and Teaching, Faculty of Education, University of Calabar, Calabar.
- Umar, I. Y. & Ma'aji, A. S. (2010). Repositioning the facilities in technical college workshops for efficiency: A case study of the North Central Nigeria. *Journal of STAN Teacher Education*, 47(3): 1-9.
- Umunadi, E. K. (2011). Provision of equipment and facilities in vocational and technical education for improving carrying capacity of Nigeria's tertiary institution. In the proceedings of the 1st International Technology, Education and Environment Conference held at Omoku – Nigeria.
- Uzoagulu, A. E. (1993). Towards an effective equipment management (TEEM) in Schools for economic and technological self-reliance. *Nigerian Vocational Journal*, 6(1): 27-30.