

**ASSESSMENT OF COMMUNITY RESOURCES UTILIZATION FOR
CREATIVE AND FUNCTIONAL ENTREPRENEURSHIP EDUCATION
AT SENIOR SECONDARY SCHOOLS IN NIGER STATE, NIGERIA**

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Abstract

The study assesses the acceptability and benefit of community resources utilization for creative and functional entrepreneurship education in senior secondary schools in Niger state, Nigeria. Primary and secondary data were used for the study. The population consisted of 168,618. Total sample size for the study was 948 using multi-stage sample techniques. Two research question two null hypotheses were used to guide the study. A Self-structured questionnaire was used to collect data from the respondents. Mean, Mann Whitney and Kruskal-Wallis Non parametric test were employed for data analysis. The finding of the study revealed that Community resources were acceptable for teaching and learning of garment making, art of catering practice, cosmetology, dye and bleaching. The study further showed that majority of the respondents strongly agreed with the identified benefits of utilizing community resources for creativities and functional Home economics trade subjects at senior secondary schools. The study therefore, recommended that Home Economics as teachers and the school administrators should give students an opportunity to exploit available community resources within their locality for functional education. Home economics teachers should utilize available community resources for the teaching and learning of trade subjects in senior secondary schools, since most of the community resources are available.

Keywords: Community resources, teaching and learning, trade subjects, curriculum, and secondary schools.

Teaching and learning of trade subjects in secondary schools is one of the greatest innovation for providing a functional education to the secondary schools graduate as well as providing opportunity for the youth to become

self-employed at the end of their education. As a way of keying in to this initiative, there is a great need for effective teaching and learning of trade subjects at secondary school level. In this regard, Nigeria Education Research and

Development Council (NERDC, 2008) developed a number of curricula in some trade subjects which are currently being implemented in secondary school in Nigeria. The first trade subjects curriculum for senior secondary school was published in 2009, and the implementation took effect from September (2011). The trade curriculum incorporated the best aspect of syllabus through the adoption of trade subjects from vocational and technical programme. There are many trade subjects in Home economics entrepreneurship in which students have an opportunity to choose one as a core trade subject. A notable feature of the revised curriculum is the integration of garment making, catering craft practice, textile making, dyeing and bleaching, and cosmetology into the new trade subjects curricular of senior secondary school. The main goals of the trade subjects programme are to equip the secondary schools graduate with sellable skills that will make them self employed and employments of others.

Goals and objectives of education at any level cannot be achieved if the planned programme for such level of education is not well implemented. Onyeachu (2008) asserted that “no matter how well a curriculum of any subject is planned, designed and documented, implementation is important.” This is because the problem of most programmes arises at the implementation stage.

Literature Review

Theoretical Framework

The study hinged on the theory of experiential learning. According to Sweizer and King (2004), the best-known proponent of experiential education was the education philosopher John Dewey (1916/1944). Dewey believes strongly that “an ounce of experience is better than a ton of theory. Simply it is only in experience that any theory has vital and verifiable significance”. This idea was reiterated by Kolb, Boyatzis and Mainemetis (2000) who put forward the concept that learning only occurs when experience is transformed into knowledge. The experiential learning theory describes two means of acquiring experience:

- Concrete experience- participation in, or observation of, a real event.
- Abstract conceptualization- information derived from the experience and knowledge of others.

These forms of experience can be transformed into knowledge in two ways: first, reflective observation- thinking about the experience. Second, active experimentation-testing out different way of doing things (Stokes, Wilson & Mador, 2010).

Experiential learning is based on the premise that for real learning to take place, students need to be active participants in the learning process rather than passive recipients of information given by a teacher. Ene-Obong (2006) recommended that building entrepreneurial culture in students can be done through “experience”. Utilization of community resources approach for

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teaching and learning trade subjects in secondary schools is a form of experiential learning to gain concrete experience and abstract conceptualization in different areas of Home economics entrepreneurship. It is believed that using community resources approach for entrepreneurial learning will provide an opportunity for the learners to transform field experience into knowledge by reflective observation and active participation.

Utilizing community resources: It is assumed that entrepreneurial learning is an active process, students as the centers of the energy with the teacher's role to facilitate students learning by taking interest in their works. The community experts coach the learners on different skills, knowledge and attitude needed to become successful entrepreneurs. In addition, utilizing community resources such as local workshop, small scale enterprise, factory and company for teaching and learning are assumed to be educational environments expected to stimulate learners' entrepreneurship development, and giving opportunity to involve in long term participation of hands on experiences as a prerequisite for entrepreneur learning. This allow active participation of learners to build skills, attitudes, knowledge, and experience that will equip them for life, improving community, securing economics growth and national development. It is believed that resources stand out as major factors in curriculum implementation. Its availability and effective utilization can break the gap

between the curriculum contents and curriculum achievement.

Summarily, this study is hinged on experiential learning theory for entrepreneurship learning. The modified frame work shows the symbiotic relationship between Home economics entrepreneurship subject and its implementation using community resources for teaching and learning; the learners who acquire skills for self-employment; and the benefit for the learners as well as the economics growth of the community and the nation. This is represented

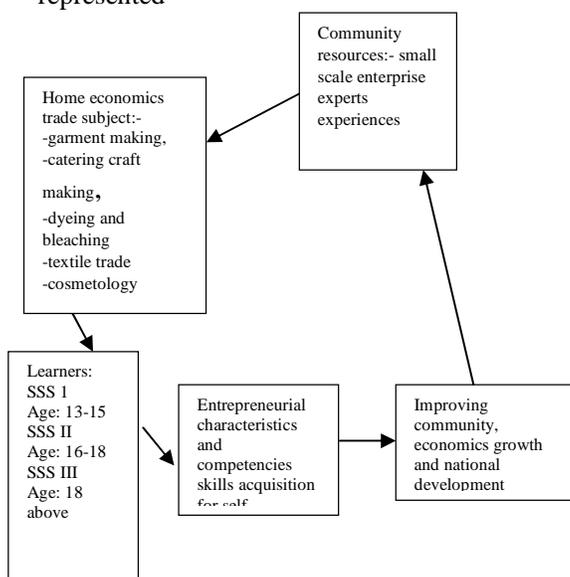


Figure 1: Modified Theoretical Framework of the Study

The Concept of Community Resources Utilization

Community Resources are those structures objects, facilities and equipment as well as personnel in a community that have educational values. According to Yusuf (2007), whether the school is located in a rural or urban area, the resources in the environment used for instruction can be regarded as community resources. Utilization of community as a classroom is not a new idea for teachers. Often however, these experiences are thought to be rewards that compete with instructional time in the classroom and new ideas on taking learning beyond the classroom walls.

Community resources are resources whose primary functions are to facilitate the teaching and learning of skills, facts, concepts, principles, generalization, values and attitudes in entrepreneur. Consequently, community resources are classified into humans (science educators, teachers, technicians, medical doctors and researchers) and non-human resources (factories, industries and companies which are located in the neighborhood of the schools providing very valuable references for teaching. Besides industrial establishments, community resources like forests ponds, rivers, market, wildlife park, museum and hospitals among others play major role in teaching and learning (Cored 1998, as cited in yang, 2008).

It is already an established fact that achieving creative and functional education depends on students access to different subjects and resources for it

implementation. However, community resources in the context of this study refer to learning environment where by the learner have the opportunity to acquire practical skills in of trade subjects been chosen. Resources are the curriculum inputs needed for effective implementation of senior secondary school trade curriculum. Thus, the trade subjects in Home Economics include: garment making, catering services, textile trade, dyeing and bleaching, and cosmetology.

The assessment of acceptability and benefit of community resources utilization for creative and functional entrepreneurship education at the senior secondary school level has become very important because effective implementation of teaching and learning of trade subjects in Niger State will not only provide quality secondary education graduates but also provide a realistic means for the attainment of educational and economic development of the state.

Statement of the Problem

It was observed that major challenges in implementation of the senior secondary school trade curriculum are the lack of resources. Both material and non materials resources are not available and in some cases not adequate. There are required numbers input such as tools, equipment and materials; quality and quantity of Home Economics teachers; infrastructure and adequate funding needed for effective teaching and learning of trade subjects curriculum for senior secondary school. If the inputs are not adequately provided, it

might be difficult for the teachers to deliver and the learners to learn. Consequently, the objectives of the senior secondary school trade curriculum may not be fully achieved. Its effective implementation is an important issue of concern.

Purpose of the Study

The main purpose of this study is to assess acceptability of community resources utilization for implementing the teaching and learning of senior secondary entrepreneurship in Niger State. Specifically the study sought to:

1. determine the acceptability of community resources utilization for teaching and learning of Home Economics trade subjects in senior secondary schools in Niger State.
2. examine the benefits of community resources utilization for teaching and learning of Home Economics trade subjects in senior secondary schools in Niger State.

Research Questions

The study was guided by the following research questions:

1. To what extent do teachers, school administrators, students and community experts accept utilization of community resources for the teaching and learning of Home Economics trade subjects in senior secondary school in Niger state?
2. What are the teachers and school administrators and community experts' opinions on the benefits of community resources utilization for the teaching and

learning of home economics trade subjects in senior secondary school in Niger state?

Research Null Hypotheses

The following null hypotheses were used as a guide in this research.

Ho1: There is no significant difference in the mean rating of teachers, school administrators, and community experts' opinions on acceptability of community resources utilization for the teaching and learning of Home Economics trade subjects in senior secondary school in Niger state.

Ho1. There is no significant difference in the mean rating of teachers, school administrators, and community experts' opinions on the benefits of community resources utilization for the teaching and learning of Home Economics trade subjects in senior secondary school in Niger state.

Methodology

Descriptive survey method was used to carry out the research work. Survey design is considered appropriate for this study because it will enable the researcher to have the opportunity to ascertain the available community resources and determine what Home Economics teachers, principals, community experts in the area of entrepreneurship subject, and senior secondary school students feel on the idea of using community resources for implementing the teaching and learning of Home Economics trade subjects in secondary school in Niger state.

Population, Sample and Sampling Techniques

The target populations for the study were school administrators, Home Economics teachers, students, and community experts. Population of one hundred and sixty eight thousand, six hundred and eighteen (168,618) was used for the study. The sample size was 948. A multi-stage sampling technique was used to select samples from target populations for the study.

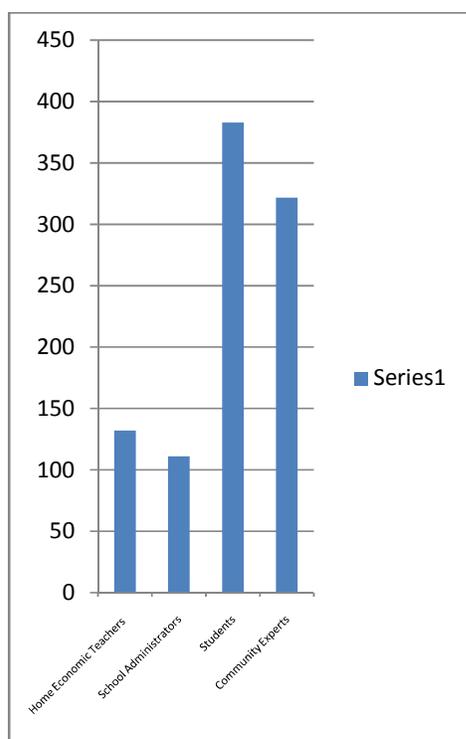


Fig. 1 Sample Size for the Study

The instrument for data collection self-structured questionnaires title Community Resources Utilization for Creative and Functional Entrepreneurship Education Scale (CRUCFEES). The Instrument was validated by two experts in the Department of Vocational and Technical Education and one in measurements and evaluation from Ahmandu Bello University Zaria for scrutiny and vetting. The comments and suggestions were incorporated in the final draft of the instrument. The corrected questionnaire was tested for reliability using Cronbachs Alpha reliability estimate and the result yielded a reliability coefficient of .85 and .88. The questionnaire was administered to the respondents by the researcher with the help of two trained research assistants who covered the area of the study. Out of the 948 copies of the questionnaire distributed only 920 copies were returned and this was used for data analysis. Data were analyzed using mean, and null hypotheses were tested using Kruskal-Wallis Non parametric test at .05 (95%) level of significance.

Result

The findings of the study are based on the research questions and hypotheses were presented in table 1- 4.

Research Question 1: To what extent do teachers, school administrators, students and community experts accept utilization of community resources for the teaching and learning of Home Economics trade subjects in senior secondary school in Niger state?

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Table 1: Mean of Respondents' Responses on Acceptability of Community Resources Utilization for Creative and Functional Entrepreneurship Education in Senior Secondary School

S/NO	ITEM	Status	RESPONSES				MEAN	DECISION
			NAC	AC	NAC	ANAC		
1	Garment making	Students	96	183	60	39	2.89	Great
		Teachers	50	56	17	7	3.15	Extent
		Admin	32	40	24	14	2.81	Great
		Experts	105	79	77	41	2.81	Extent
2	Catering crafts practice	Students	129	161	65	23	3.05	Great
		Teachers	36	71	17	6	3.05	Extent
		Admin	48	25	23	14	2.97	Great
		Experts	152	54	51	45	3.04	Extent
3	Textile Making	Students	99	102	112	65	2.03	Little
		Teachers	32	27	52	19	2.00	Extent
		Admin	10	28	51	21	2.25	Little
		Experts	38	67	156	41	2.34	Extent
4	Dye & Bleaching	Students	140	70	29	139	2.56	Great
		Teachers	39	52	32	10	2.86	Extent
		Admin	37	39	21	13	3.20	Great
		Experts	130	43	46	83	2.73	Extent
5	COSMETICS	Students	52	144	145	37	2.56	Great
		Teachers	36	52	32	10	2.88	Extent
		Admin	6	71	21	12	2.65	Great
		Experts	6	195	60	41	2.59	Extent

Decision mean=2.50

Table 1 showed that items 1, 2, 4, and 5 have an average means above 2.5, except item 3 with average mean below 2.5. This means that majority of respondents extensively agreed with the

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opinion of community resources utilization for the teaching and learning of home economics trade subjects in senior secondary school.

Research Question 2: What are the teachers and school administrators and community experts' opinions on the benefits of community resources utilization for the teaching and learning of home economics trade subjects in senior secondary school in Niger state?

Table 2: Response of Teachers and School Administrators and Community Experts on the Benefits of Community Resources Utilization for the Teaching and Learning of Home Economics Entrepreneurship in Senior Secondary School in Niger State

S/NO	ITEMS	RESPONSES			MEAN	Decision	
		X	X	X			
1	Student benefits from utilizing community resources. It Improves students' ability to apply what they have learned in "the real world"	3.00	3.01	3.02	3.01	Agree	
2	Students motivation are heightened during learning	2.40	2.52	2.70	2.54	Agree	
3	Students feel empowered by the freedom to explore various resources.	2.98	2.88	2.81	2.89	Agree	
4	It gives them a voice to determined what and how they learn	2.99	3.02	3.11	3.04	Agree	
5	It will enable the student develop appropriate skill for entrepreneurial competences.	2.83	2.72	2.94	2.83	Agree	
6	School benefits from utilizing Community Resources It reduces the cost of implementing the trade subjects curriculum in secondary schools	3.16	3.20	3.30	3.22	Agree	
7	Community benefits from utilizing Community Resources It enhances community-school relationship		3.04	3.00	3.08	3.04	Agree
8	Basic requirement sought by industry will be satisfied before the students graduate.	2.50	2.55	2.54	2.53	Agree	
9	It provides greater sense of partnership for quality education.		2.53	2.62	2.64	2.93	Agree

Decision mean=2.5

Table 2: revealed that items 1-9 have mean values ranging from 2.53 to 3.04 which are above the cut-off point of 2.5. This means that the tree categories of respondents agreed on the benefits of community resources utilizations.

Table 3: Mean Ranking of Teachers, School Administrators, Community Experts and Students' opinions on Acceptability of Community Resources Utilization for the Teaching and Learning of Home Economics Trade Subjects in Senior Secondary School

Test variable	Status of respondents	N	Mean Rank	df	Sig (p)
Acceptability of resources	Teachers	130	202.51	3	0.550
	School administrators	110	200.29		
	Community experts	302	198.02		
	Students	378	201.02		

Result of the Non parametric test of Kruskai-Wallis test on table 3 shows that the p-value of 0.550 is greater than the 0.05 alpha values. Their mean raking of acceptability of community resources were 202.51, 200.29, 198.02 and 201.02 by teachers, administrators, community experts and students respectively. This shows that irrespective of respondents' status their mean rating on acceptability of community resources is not significant differences. Thenull hypothesis which stated that there is no significant difference in the mean rating of teachers, school administrators, community experts' and students opinions on acceptability of community resources utilization for the teaching and learning of home economics

entrepreneurship in senior secondary school was hereby not rejected.

Table 4: Mean Ranking of Teachers, School Administrators, and Community Experts' Opinion on the Benefits of Community Resources Utilization for the Teaching and Learning of Home Economics Trade Subjects in Senior Secondary Schools

Test variable	Group	N	Mean Ranking	df	Sig (p)
Benefits of community resources	Teachers	130	200.71	2	0.156
	Administrators	110	195.39		
	Experts	302	196.65		

Result of the Non parametric test of Kruskai-Wallis test Table 4 showed that the p-value of 0.156 is greater than the .05 alpha values. Their mean rankings of acceptability of community resources were 200.71, 195.39 and 196.65 by teachers, administrators and community experts respectively. This showed that irrespective of respondent's status their mean rating on benefits of community resources is not significant differences. The null hypothesis which stated that there is no significant difference in the mean ranking of teachers, school administrators and community experts' opinions on the benefits of community resources utilization for the teaching and learning of home economics entrepreneurship in senior secondary school, was hereby not rejected.

Discussion

Research question 1 sought data on respondents' acceptability of utilizing community for teaching and learning of

trade subjects in senior secondary schools. Results of the study revealed that respondents agreed with all the statements indicating the acceptability of the community resources utilization for teaching and learning of the four trade subjects in home economics.. This is in line with Holschlag (2001) who noted that using community resources is the key way of connecting the curriculum to the real world and bringing the learners out into the community to learn.

Research question 2 on benefits of community resources utilization for the teaching and learning of trade subjects in senior secondary school revealed that the benefit of utilizing community resources will reduce the cost of implementing the trade subjects in secondary, give the students a voice in determine what and how they learn, develop appropriate skill for entrepreneurial competences, and improves students' ability to apply what they have learned in the real world. This is in line with the submission of Ene-Obong (2006) who observed that use of locally available resources will encourage students to be creative and innovative, wealth is said to flow directly from innovation.

Conclusion

Based on the findings of the study, the following conclusion was drawn;

It can be concluded that Home Economics teachers, school administrators, students and community experts' opinion on community resources utilization for the teaching and learning of Home Economics trade subjects in senior

secondary schools were extensively acceptable. Suggested strategies for community resources utilization were highly acceptable. This implies that effort should be intensified by the entire stakeholder concerned with the implementation of the senior secondary school trade curriculum by supporting the idea of community resources utilization.

Recommendations

In the light of the findings and conclusion of the study, the following recommendations were made:

1. Policy makers in education should enact a law that will emphasize the utilization of community resources for implementing the teaching and learning of new trade subject curriculum in senior secondary schools.
2. Home economics teachers should create awareness through workshop or conference on the benefits of utilizing community resources for the teaching and learning of new trade subjects in senior secondary schools.
3. School administrators and policy makers in education should document the suggested strategies in National Policy of Education for implementation.

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