

**ASSESSMENT OF IMPLEMENTATION OF ENTREPRENEURSHIP
EDUCATION CURRICULUM IN SECONDARY SCHOOLS IN UYO,
AKWA IBOM STATE**

Mary Effiong Akpan

*Department of Integrated Science,
College of Education, Afaha Nsit,
Akwa Ibom State.*

And

Simon Walter Umoh

*Department of Chemistry,
College of Education, Afaha Nsit,
Akwa Ibom State.*

Abstract

This study investigated the assessment of implementation of entrepreneurship curriculum in senior secondary schools in Uyo. Survey research design was adopted for the study. 20 teachers were randomly selected from 10 secondary schools to form the sample size. Three research questions guided the study and the instrument for data collection was a checklist titled “entrepreneurship curriculum implementation checklist”. The instrument was validated by experts in curriculum and teaching with reliability coefficient of 0.90. Data collected were analyzed using simple percentage. Findings revealed that the level of implementation of entrepreneurship curriculum in senior secondary schools is low. Also, the level of availability of specialist teachers and infrastructure is low. It was recommended among others that intensive workshop be organized for secondary school teachers on entrepreneurship education.

Education is the process of acquiring the knowledge and skills that develop the powers of reasoning and judgment and makes one useful to oneself and to the society. It brings about permanent changes in a person’s thinking and capacity to do things. It is the bedrock of development worldwide. It is also a valuable asset that society uses as an instrument for receiving economic, social and political development. Odukoya (2016) stated that the quality of education naturally determines the quality of development. The curriculum is the

totality of the student's experiences that occur in the educational process. Kelly (2009) defined curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Okoro (2006) stated that no nation can rise above its curriculum because the wealth and poverty of any nation is determined by the type and quality of curriculum they operate. The primary role of the curriculum is to interpret the values, dream and the desires of the nation. This means that the survival of a society depends upon how it addresses contemporary problems such as population growth, migration, ethnic relations, food security, poverty, crime, unemployment, drug abuse and health issues and how these are integrated into the curriculum.

The curriculum is the blueprint of national development. There are three dimensions to the effectiveness of every curriculum: Development, Implementation and Monitoring/Evaluation. The education system has been changed several times in order to have an effective education system that will bring about sustainable national development.

At present, Nigeria operates a 9-3-4 system of education. The first 9 years are referred to as the Universal Basic Education which is made up of 6 years of primary education and 3 years of junior secondary education. On completion of the 9 years Universal Basic Education program, a child is expected to move to the 3 years senior secondary education and children who are capable and eager to continue their educational pursuit can

move on to a 4-year tertiary education in Universities.

An entrepreneur refers to a person who is able to turn ideas into actions. It involves creativity, innovation and risk taking as well the ability to plan and manage projects in order to achieve objectives. Singh (2015) defined entrepreneurship education as the process of professional application of knowledge, attitude, skills and competences. He further stated that it is more than teaching students how to become independent business owners, it is about creating and nurturing a learning environment that promotes entrepreneurial traits and behavior such as becoming a creative and independent thinker, risk taker, assuming responsibility and valuing diversity. This means that entrepreneurship education has to do with creating an attitude of self-reliance.

The aim of secondary education is to prepare the student for higher education and also to inculcate relevant functional entrepreneurship skills needed for poverty eradication, job creation, and wealth generation as well as strengthening of ethical, moral and civic values on the students (Adesulu, 2011).

In 2010, the Nigerian Educational Research and Development Council (NERDC) restructured the senior secondary education curriculum by introducing 34 entrepreneurship subjects into the curriculum. The subjects are meant to empower the youth upon completing their education. This was done so as to make Nigerians to be job creators rather than job-seekers. According to

NERDC (2010), every student must offer at least one entrepreneurship subject and must register for it in public examination. The effective implementation of the senior secondary entrepreneurship curriculum is expected to equip the students with skills and knowledge for job creation, wealth generation and poverty alleviation. The implementation of this curriculum started in 2011 but its effect on the reduction of the rate of unemployment in the society appears not to be felt. The training acquired at the end of secondary education seems inadequate to make the school leavers competent and self-reliant, hence they cannot contribute to nation building. The purpose of this paper is to assess the implementation of entrepreneurship curriculum in senior secondary schools.

Research Questions

To achieve the purpose of the study, the following research questions were posed:

1. What are the entrepreneurship subjects taught in secondary Schools?
2. What are the entrepreneurship subjects with specialist teachers in secondary schools?
3. What are the infrastructures available for teaching entrepreneurship subjects in secondary schools?

Methodology

Survey research design was adopted for the study. The major instrument for data collection was a checklist titled "Entrepreneurship Curriculum Implementation Checklist". The checklist was divided into 3 sections.

Section A consisted of a list of 34 entrepreneurship subjects introduced by NERDC into the curriculum. Respondent were to tick YES for the subject taught in their school and NO for the subjects not taught. Section B and C sought information on whether there are specialist teachers and infrastructures for the teaching of the subject and respondents were to tick YES or NO. The instrument was validated by experts in curriculum and teaching in terms of relevance of items to contents. The reliability of the instrument was established using the test, re-test method. A reliability coefficient of 0.90 was obtained using Pearson product moment correlation. 20 Biology teachers were selected from 10 secondary schools in Uyo metropolis through simple random sampling technique. 20 copies of the checklist were distributed to the teachers in their schools and retrieved by the researchers. Data collected were analyzed using simple percentage.

Results

The results obtained after analyzing the data of this study were presented according to the research questions.

Research Question 1: What are the entrepreneurship subjects taught in senior secondary schools?

Table 1: Percentage Responses on Entrepreneurship Subjects Taught in Senior Secondary School

S/N	List of entrepreneurship subjects	Yes	%Yes	No	%No
1	Auto body repair and spray painting	0	0	20	100
2	Auto electrical work	2	10	18	90
3	Auto mechanical work	2	10	18	90
4	Auto parts merchandizing	0	0	20	100
5	Air conditioning and refrigeration	0	0	20	100
6	Welding and fabrication Eng. Craft practice	2	10	18	90
7	Electrical installation and maintenance	2	10	18	90
8	Radio, TV and electrical work	2	10	18	90
9	Block laying, bricklaying and concrete work	2	10	18	90
10	Painting and decoration	0	0	20	100
11	Plumbing and pipe fitting	0	0	20	100
12	Machine wood working	0	0	20	100
13	Carpentry and joinery	2	10	18	90
14	Furniture making	2	10	18	90
15	Upholstery	1	5	19	95
16	Catering and craft practice	6	30	14	70
17	Garment making	5	25	15	75
18	Textile trade	0	0	20	100
19	Dyeing and Bleaching	0	0	20	100
20	Printing craft practice	0	0	20	100

21	Cosmetology	0	0	20	100
22	Leather goods manufacturing & repair	0	0	20	100
23	Key boarding	1	5	19	95
24	Data processing	8	40	12	60
25	Store keeping	3	15	17	85
26	Book Keeping	10	50	10	50
27	GSM maintenance	0	0	20	100
28	Photography	0	0	20	100
29	Tourism	0	0	20	100
30	Mining	0	0	20	100
31	Animal husbandry	12	60	8	40
32	Fisheries	0	0	20	100
33	Marketing	18	90	2	10
34	Salesmanship	0	0	20	100
	Average percentage		12		

From Table 1. The following subjects: Auto body and spray painting, Auto parts mechanizing, Air conditioning, refrigeration, painting and decoration. Plumbing and pipe fitting, Textile trade, dyeing and Bleaching, Printing craft practice, cosmetology, leather goods manufacturing and repairs, GSM maintenance, photography, tourism, mining and salesmanship recorded 0% implementation. This means that they are not taught in any of the schools sampled for the research. 90% of the teachers agreed that marketing is taught in their schools. 60% agreed that animal husbandry is taught in their schools while 50% agreed that store keeping is taught in their school. Average percentage response for YES is 12%. This means that the level of implementation of entrepreneurship curriculum in senior secondary school is low.

Research question 2: What are the entrepreneurship subjects with specialist teachers?

Table 2: Percentage Responses on Availability of Specialist Teachers for Entrepreneurship Subjects in Senior Secondary Schools

S/N	List of specialist teachers for entrepreneurship subjects	Yes	%Yes	No	%No
1	Auto body repair and spray painting	0	0	20	100
2	Auto electrical work	2	10	18	90
3	Auto mechanical work	2	10	18	90
4	Auto parts merchandizing	0	0	20	100
5	Air conditioning and refrigeration	0	0	20	100
6	Welding and fabrication Eng. Craft practice	2	10	18	90
7	Electrical installation and maintenance	2	10	18	90
8	Radio, TV and electrical work	2	10	18	90
9	Block laying, bricklaying and concrete work	2	10	18	90
10	Painting and decoration	2	10	18	90
11	Plumbing and pipe fitting	1	5	19	95
12	Machine wood working	2	10	18	90
13	Carpentry and joinery	2	10	18	90
14	Furniture making	2	10	18	90
15	Upholstery	2	10	18	90
16	Catering and craft	4	20	16	80

	practice				
17	Garment making	5	25	15	75
18	Textile trade	0	0	20	100
19	Dying and Bleaching	0	0	20	100
20	Printing craft practice	0	0	20	100
21	Cosmetology	0	0	20	100
22	Leather goods manufacturing & repair	0	0	20	100
23	Key boarding	1	5	19	95
24	Data processing	9	45	11	55
25	Store keeping	2	10	18	90
26	Book Keeping	10	50	10	50
27	GSM maintenance	0	0	20	100
28	Photography	0	0	20	100
29	Tourism	0	0	20	100
30	Mining	0	0	20	100
31	Animal husbandry	11	55	9	45
32	Fisheries	0	0	20	100
33	Marketing	16	80	4	20
34	Salesmanship	0	0	20	100
	Average percentage		12		

Data in Table 2 indicates that 10% of teachers responded that they have specialist teachers for teaching the following subjects: Auto electrical work, Auto mechanical work, welding and fabrication, electrical installation and maintenance work, radio, TV and electrical work, block laying, bricks laying and concrete work, painting and decoration, machine wood working, carpentry and joinery, furniture making and upholstery. 80% of teachers responded that they have specialist teachers for marketing, 55% responded that they have

Assessment of Implementation of Entrepreneurship Education Curriculum in Secondary Schools in Uyo, Akwa Ibom State - Mary Effiong Akpan and Simon Walter Umoh

specialist teachers for animal husbandry, 50% responded that they have specialist teachers for book keeping while 45% responded that they have specialist teachers for Data processing. Finally, average percentage of availability of specialist teachers for 34 subjects in all the schools visited is 12%. This means that the level of availability of specialist teachers for entrepreneurship subjects in senior secondary school is low.

Research question 3: What are the infrastructures available for teaching entrepreneurship subjects in senior secondary schools?

Table 3: Percentage Responses on the Availability of Infrastructures for Entrepreneurship Subjects in Senior Secondary Schools

S N	List of infrastructures for entrepreneurship subjects	Response			
		Yes	%Yes	No	%No
1	Painting workshop	0	0	20	100
2	Auto electrical workshop	2	10	18	90
3	Auto mechanic workshop	2	10	18	90
4	Air conditioning/refrigeration workshop	0	0	20	100
5	Welding/ metal workshop	2	10	18	90
6	Electrical installation and maintenance	2	10	18	90
7	Radio, TV and electrical workshop	2	10	18	90
8	Concrete/Block laying workshop	2	10	18	90
9	Painting and decoration workshop	0	0	20	100
10	Plumbing and pipe fitting workshop	0	0	20	100
11	Wood work workshop	2	10	18	90
12	Carpentry workshop	2	10	18	90
13	Furniture workshop	2	10	18	90
14	Upholstery workshop	2	10	18	90

15	Home Economics laboratory	11	55	9	45
16	Clothing and textile workshop	3	15	17	85
17	Computer science laboratory	12	60	8	40
18	Animal farm	3	15	17	85
19	Fish pond	0	0	20	100
20	Photography studio	0	0	20	100
21	Mining workshop	0	0	20	100
22	GSM maintenance workshop	0	0	20	100
23	Leather workshop	0	0	20	100
24	Cosmetology laboratory	0	0	20	100
	Average percentage		10		

From Table 3. 10% of the teachers responded that they have the following infrastructures in their school: Auto electrical workshop, Auto Mechanic workshop, welding/metal workshop, Radio/TV workshop, concrete/Block laying workshop, wood work workshop, carpentry workshop, furniture and upholstery workshop. 55% of the teachers responded that they have home economics laboratory. 50% responded that they have computer science laboratory while 15% responded that they have animal farm. Finally, average percentage response for availability of infrastructure for teaching entrepreneurship subjects is 10. This means that the level of availability of infrastructure for entrepreneurship subject is very low.

Discussion

The study shows that the extent of implementation of entrepreneurship curriculum in senior secondary schools is low. This agrees with the findings of Ementa (2014) who reported that the entrepreneurship curriculum is not fully implemented in senior secondary schools.

The extent of availability of specialist teachers to teach the subjects is very low. This is in line with Odukoya (2011) who reported that one of the challenges of implementing senior secondary entrepreneurship subject is the shortage of professional teachers to teach the subjects. Also the extent of availability of infrastructure for teaching the subject is low. This agrees with Akudolu (2010) who lamented that the gross inadequacies of basic facilities pose a great threat to the development and implementation of entrepreneurship education in Nigeria.

Conclusion

Entrepreneurship education enables students to acquire skills, ideas and abilities necessary for self-reliance. In order to achieve its objectives, effort should be channeled towards effective implementation of the programme.

Recommendation

Based on the findings of the study, the following recommendations are made;

1. Intensive workshop and seminars on entrepreneurship education should be organized for secondary school teachers
2. The federal government through its agencies like NERDC, NBTE and Federal Ministry of Education should work collaboratively with the stakeholders to ensure effective implementation of entrepreneurship education curriculum.
3. Schools should make use of community resources in teaching entrepreneurship subjects.

References

- Adesulu, D. (2011). Senior secondary curriculum to empower students for wealth generation, retrieved 6th May, 2018 from <https://www.vanguard.com.Ed>.
- Akudolu, L. (2010): A curriculum framework for entrepreneurship Education in Nigeria. *Unizik Orient Journal of Education* 5 (2), 104-111
- Ementa, C. N. (2013). Curriculum implementation of entrepreneurial subjects at the Senior secondary school: A case for entrepreneurship Education at the Senior secondary in Nigeria. *Unizik Orient Journal of Education*. 7(1), 165-170
- Kelly, A.V (2009). *The Curriculum theory and practice*. Newbury park: CA-Sage
- Nigerian Educational Research and Development Council. (2010). Abuja: NERDC
- Odukoya, J. (2016). Education and Development in Nigeria. Retrieved on 6th May, 2018 From [https://www.Logs.Worldbank.Org >education>ed.....](https://www.Logs.Worldbank.Org>education>ed.....)

Assessment of Implementation of Entrepreneurship Education Curriculum in Secondary Schools in Uyo, Akwa Ibom State - Mary Effiong Akpan and Simon Walter Umoh

- Okoro, O.C. (2006). The relevance of curriculum content to Nation Building. Retrieved 6th May, 2018 from <http://www.Globalacademicgroup.co>
- Sing, S.K (2015). Entrepreneurship Education: Concept, characteristics and implication For Teacher Education. *International Journal of Education* 5 (1),21-35