

Senior Secondary School Teachers' Technical Competence in Teaching Entrepreneurship Subjects in Nsukka Local Government Area of Enugu State, Nigeria

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Abstract

Poverty and unemployment seems ravaging youths in Nigeria despite the integration of entrepreneurship subjects in various areas in the curriculum at the senior secondary school (SSS) level. Hence, this study investigated teachers' perceived teaching of entrepreneurship subjects in areas of specialization and strategies for improving their technical competences. The population consisted of 82 entrepreneurship teachers and 30 principals from 30 senior secondary schools (SSS) in Nsukka local Government area of Enugu state. Questionnaire and interview were used for data collection. Instrument was face validated and trial tested for reliability giving an index of 0.86; indicating dependability of the instrument. Data were analysed using means and standard deviation. Findings reveal that teachers teaching entrepreneurship subjects have minimum qualification in a few specific areas of specialization. This is reflected on the limited areas of teaching of the entrepreneurship subjects in the curriculum at the SSS level. The teachers agree that they teach only six ($X = 3.63 - 2.93$) out of 34 entrepreneurship subjects. Other findings include six possible strategies for improvement of the teaching of entrepreneurship subjects. These include supervision; in-service training; recruitment of qualified teachers; sponsorship to conferences, workshops and seminars; organizing business linkage with the industry among others. The study has implications for teacher preparation, policy enactment and practitioners in industries.

Key words: Competence, Entrepreneurship, Subjects, Teaching, Secondary, School.

Introduction

Nigeria is presently bedeviled with mass unemployment. Available report shows that over nine million youths in Nigeria are unemployed and the situation keeps worsening by the day

(Olawale, 2018). This is an expression of the level of poverty in the country which has implications for the high rate of crime and insecurity (Salami, 2011). In response to this situation, entrepreneurship subjects are being

emphasized in schools in Nigeria presently. The National Policy on Education stipulates that effective implementation of the entrepreneurship subjects in the school curriculum by competent teachers should be promoted as a way to reducing the problem of unemployment (Federal Republic of Nigeria (FRN) 2014). By the policy all senior secondary school (SSS) students are expected to select and study at least two entrepreneurship subjects before graduation. However, the teaching of this new subjects/trades seems neglected in many schools. Findings from a pilot survey conducted before this present study revealed that many SSS in Enugu state do not teach up to ten percent of the entrepreneurship subjects (trades) as stipulated to be taught by the National Policy on Education (FRN, 2014). It is expected that acquisition of these subjects, according to Salami (2011) and Oseni (2017) would enable students possess employable and economic skills that could make them employable and even employers of labour in order to reduce poverty, high rate of crime and insecurity in the society. There is a consensus that entrepreneurship drives innovation and speeds up structural changes in the economy (Capote & Vedula-Dinagsao, 2015).

Entrepreneurship curriculum consists of skill acquisition potentials incorporated at the post basic educational level comprising thirty-four (34) in number for implementation. Some of these

subjects as stipulated in the National Policy of Education include: auto body-repair and spray painting, auto electrical and mechanical work, auto parts merchandising, air conditioning and refrigeration, welding, installation and maintenance work, electronic servicing, brick laying and concrete work, painting and decoration, plumbing and piping, machine woodwork, furniture making, upholstery, catering craft practice, clothing and textile, printing craft practice, cosmetology, data processing, store and book keeping, animal husbandry, fishery amongst others. In order to achieve this plan however, teachers' technical competence is required in teaching the entrepreneurship subjects (Obizue, Duru, & Obizue, 2017).

Competence is an ability to apply knowledge and skills in performing certain task satisfactorily for effective learning process. Technical competence is the ability and willingness to encourage and create learning in the most effective way (Rahman, 2014). In the context of this study, technical competencies of the teachers in teaching various areas in the curriculum were established. There are many attributes to incompetence as far as teaching entrepreneurial subjects/trades are concerned ranges from teachers' qualifications to area of specialization in implementing the entrepreneurship subjects. The teaching of these entrepreneurship subjects in Enugu state has been selective and in most cases abandoned for reasons not established. However,

research has shown that incompetence in teaching entrepreneurship subjects has influenced the high rate of unemployment among youths in every way (Muogbo, & John-Akamelu, 2018; Osakwe, 2015; Usman & Tasmin, 2015), economic development (Ogwu, Ude & Ekwewkwo, 2020; Oluyemi, Ajayi, Abiola, & Ajibade, 2018) and technological advancement (Egbefo, & Abe, 2017; Ngerem, & Ezikpe, 2016; Okehi, 2019). Research has also shown that entrepreneurship Competence is the ability to use and coordinate a combination of tangible resources (instructional materials and technology) and intangible resources (knowledge, skills and experience) for effective learning output in order to become an organizer and manager of a commercial enterprise (Mtte & Amparo, 2016; Obilo, Akuakanwa & Umeh, 2017). Every individual student needs to acquire experience from any subject taught in order to perform effectively based on knowledge, skills, and experience acquired.

According to experiential learning theory as propounded by Conhan, Grawbowski, and Smith (2003), an individual learn best by experience. The theory is the best form of learning by doing which involves practical skill acquisition in entrepreneurship subjects. In other words, learners learn best when they are directly involved in carrying out the learning activities rather than being passive receivers in the teaching and learning process. Hence, experiential learning involves the learner directly with the material being studied instead of thinking and

talking about the material (Conhan, Grawbowski & Smith, 2003). The theorists believe that experiential learning works as a cyclic process starting from setting goals, to thinking, then planning, experimenting and decision making and finally, action follows by observing, reflecting and reviewing in order to create in business enterprise. In the context of this study, teachers' qualifications, area of specialization and extent teachers acquired technical competence in teaching the subjects listed was determine.

Teacher's professional qualification is an indispensable factor as far as curriculum implementation is concerned at every educational level. Researchers like Sanusi, and Aina (2017) contends that poor teacher preparation and orientation was a contributory factor to poor standard of education at various academic levels in Nigeria. Hence, a teacher needs to undergo professional training and be professionally qualified in order to discharge their duties of curriculum implementation (Okpe, 2019; Rahman, 2014). The teacher according to Patrick and Ogwu (2019) should be knowledgeable and experienced enough to impart knowledge, facts, skills, attitudes, and values to anyone who is less knowledgeable and inexperienced. Teachers' incompetence in most cases could be attributed to their qualification in achieving quality in education (Ogwu & Chukwu, 2017).

Teaching is a process that involves three components which include the teachers, the learner and the materials

(Barman, 2016). Apart from qualification, teachers need to be technically competent in a particular area of specialty at the secondary school level. This should align in a particular subject/trade of the curriculum. Research has shown that teachers' lack of knowledge of a subject matter in a specialized area influences their competence in teaching at the secondary school level (Ningtiyas & Jailani, 2018). However, teachers' technical competences could be improved using various strategies to transform their teaching at various educational levels (Oseni, 2017; Umunadi, 2013).

Presently, not much has been done to prepare secondary school teachers towards the realization of the National Policy on Education. Strategies that could be used for enhancing the teaching of entrepreneurship subjects as pointed out by Ezeonwurie (2017) include amongst others: recruitment of qualified teachers, provision of functional resource materials, laboratories, interacting periodically with business executives, students participation in industrial work scheme, organizing sensitization programmes, improving school/industry relationship to foster skills acquisition. In addition, Stabback (2016) also believe that a way forward could be through teacher preparation, funding, technological and material utilization, provision of incentives, policy review, curriculum reform and restructuring, supervision and monitoring, amongst others. Similarly, Rahim (2014) contends that improving

entrepreneurship education should include among others: linking curriculum to real world challenges, creating opportunities for students to participate and partnering with business. In a narrower perspective, Esmi, Marzoughi and Torkzadeh (2015) identified three main factors that influence technical competence of secondary school teachers such as: direct teaching method (inviting guest entrepreneurs, tutoring entrepreneurship, presenting official speech, holding seminars, watching and recording videos, counseling, and training through extracurricular activities), interactive teaching method (active learning, discussion, networking, group project, group discussion, bilateral learning, learning from mistakes, and process-oriented teaching) and practical-operational methods (practical experience, study of nature, starting businesses, business plans, research projects, class practice, workshops, and role play) which could be used to improve entrepreneurship education. All these strategies seem not feasible in the area of study. Hence, the study investigated the various strategies that could be applied in enhancing the teaching of entrepreneurship subjects by teachers at the secondary school level in the area under study.

Purpose of the Study

This study investigated teacher's technical competence in teaching of entrepreneurship subjects in order to determine effective strategies for improving the teaching of the subject at

the SSS level in Nsukka local government area (LGA) of Enugu State, Nigeria. Specifically, this study determined:

1. teachers' perceptions on teaching entrepreneurship subjects in areas of specialization.
2. strategies considered effective for improving the teaching of entrepreneurship subjects in the curriculum.

Methodology

Design of the Study: The study used descriptive survey research design. The design was considered suitable for this study because it would enable information to be gathered from a group of teachers and principals with an intention of determining their opinions based on their technical competence in implementing the entrepreneurship subjects in the curriculum.

Area of the Study: This area of study was Nsukka local government area (LGA) of Enugu State, Nigeria. The Nsukka local government has area of 1,810km. It is bounded by Uzo-Uwani in North, Isi-Uzo in the East Udeniu in the west and Kogi state in south. The area has about sixteen governments owned (public) senior secondary schools known as post-basic education level in Nigeria. This area was chosen because of the high unemployment rate among community youths after their secondary school certificate graduation irrespective of their disposition. Moreover, incidence of crime among youths was also at an alarming rate in this particular area of

choice which could be attributed to lack of job and the need for career development.

Population of the Study: Although, the population size of entrepreneurship teachers was not available. The population size was therefore, determined through a pilot study of the senior secondary schools in the area of study. This comprised of 82 entrepreneurship teachers, teaching any of the 34 entrepreneurship subjects as stipulated in the curriculum. Also included were the 30 principals from 30 senior secondary schools in Nsukka local Government area of Enugu state.

Sample of the Study: Since the population of the study was so small and manageable, the researchers decided to select all into the study. So everyone in the population was purposively selected from all senior secondary schools in the area of study. This became necessary because there are very few teachers teaching entrepreneurship subjects at the SSS level. As a result of this, all the available teachers in the thirty schools were chosen for the study.

Instrument for data Collection: Two types of instrument were used such as teachers' questionnaire on technical competence (QTC) and principals' interview schedule. The questionnaire consists of two sections (A & B). Section A contains the demographic information of the respondents, such as: qualification and area of specialization. Section B has two clusters made up of 40 items. Cluster one is on teacher perceived competence in thirty-four

entrepreneurship subjects and clusters two is on six items on perceived strategies for improving the implementation of entrepreneurship curriculum. Teachers technical competence as well as teachers perceived effective strategies for improving teaching of entrepreneurship curriculum were rated using a four point rating scale such as: Strongly Agree(SA)=4; Agree(A) =3; Disagree (D) =2; Strongly Disagree(SD)=1.

Principals' interview guide was also used to collect information from the school principals only. Three related questions based on the research objectives were used to elicit information. Data collected was tape recorded, transcribed and summarized in theme based on their responses for ease in discussion. The instruments were face validated for credibility by three experts in measurement, business studies, and curriculum department. Their input was used to restructure the instrument and trial tested for reliability using ten teachers and two principals with similar characteristics. The reliability of the instrument was carried out using Cronbach's alpha analysis which gave a reliability index of 0.86.

Data Collection Method: Eighty two questionnaires were distributed to all entrepreneurial teachers in the thirty SSS identified for the study personally by hand. This was done to ensure 100% of returns since the sample were small. Thirty principals were also interviewed based on scheduled date of appointment with permission and

special arrangements. Interview guide was used based on the objective of study and their responses were captured using a tape recorder in order to systematically collect all their responses. collection was arranged at the beginning of the term to avoid disruption of the school activities. Data was collected based on appointment from the school principals which was accorded with permission from various schools visited.

Data Analysis Techniques: Data gathered from the questionnaire was analyzed using Mean analysis.

A real limit number in scores were used for decision making based on rating scales as follows: Strongly Agree = 3.50-4.00; Agree = 2.50-3.49; Disagree = 1.50-2.49; Strongly Disagree = 0.50-1.49. Data from principals' interview were also analyzed qualitatively by transcribing principals recorded responses to issues raised during interview. Responses were transcribed from the tape recorder and summarized based on the research objectives. However, the interview was qualitatively analyzed as transcribed from the tape recorder.

Results

Findings were made based on personal characteristics of respondents and research objectives one and two.

Personal characteristics of respondents

Data on qualification and area of specialization of the teachers show that 70% of teachers that teach entrepreneurial subjects in the curriculum at SSS level possess

Bachelor in Education (B.Ed), 16.7% of them has National Certificate in Education (NCE), while 13.3% of the other teachers possess Masters in Education (M.Ed). Data also show that majority of the teachers teaching entrepreneurship subjects' curriculum (30%) have specialty in Home Economics Education, Fine and

Applied/Cultural and Creative Arts Education. While 20% of the teachers that teach entrepreneurship subjects in the curriculum have specialty in Agricultural Education. A small number of the teachers (10%) specialize in Computer Education and Physics Education.

1: Mean Analysis on Teachers' Perceptions of Teaching Entrepreneurship Subjects in Areas of Specialization (n=82)

S/N	Entrepreneurship Subject	\bar{X}	S.D.	Rmks
1	Catering craft practice	3.63	.66	SA
2	Animal husbandry	3.56	.56	SA
3	Dying and bleaching	3.33	.84	A
4	Data processing	3.26	.90	A
5	Garment making	3.10	.84	A
6	Clothing and textile	2.93	.73	A
7	Printing craft practices	2.23	1.07	D
8	Welding and fabrication engineering craft practice	2.16	.74	D
9	Air conditioning and refrigeration	2.13	.86	D
10	Fishery	2.10	1.06	D
11	Photography	2.06	.90	D
12	Book keeping	1.96	.99	D
13	Auto electrical work	1.96	1.06	D
14	Radio, TV and electronic servicing	1.96	.88	D
15	GSM maintenance and repair	1.90	.84	D
16	Tourism	1.86	.77	D
17	Carpentry and joinery	1.80	.92	D
18	Block laying, brick laying and concrete work	1.80	.88	D
19	Auto part merchandising	1.76	.97	D
20	Painting and decoration	1.73	.52	D
21	Marketing	1.73	.86	D
22	Salesmanship	1.73	.86	D
23	Store keeping	1.70	.87	D
24	Leather goods manufacturing and repair	1.63	.49	D
25	Auto mechanical work	1.66	.75	D
26	Cosmetology	1.66	.71	D
27	Upholstery	1.60	.56	D
28	Auto Body repair and spray-painting	1.56	.67	D
29	Machine woodworking	1.56	.50	D
30	Electrical insulation and maintenance work	1.50	.57	D
31	Plumbing and pipe laying	1.40	.85	SD

32	Stenography	1.36	.55	SD
33	Furniture making	1.33	.75	SD
34	Mining	1.03	.18	SD
	Grand Mean	2.02	.68	D

*Key: \bar{X} = Mean; S.D. = Standard Deviation; SA = Strongly Agree; A= Agree; D = Disagree; SD= Strongly Disagree

Table 1 reveals that teachers strongly agreed to teaching entrepreneurship subject such as catering craft practice ($M = 3.63$, $SD = .66$), and animal husbandry ($M = 3.56$, $SD = .56$). They are also agreed to teaching only four entrepreneurial subjects such as: dying and bleaching subject ($M = 3.33$, $SD = .84$), data processing subjects ($M = 3.26$, $SD = .90$), garment making subject ($M = 3.10$, $SD = .84$), and clothing and textile subject ($M = 2.93$, $SD = .73$). However, the teachers

disagreed to teaching twenty-four out of thirty four entrepreneurial subjects in their various areas of specialization as reflected in items 7-30 (See Table 1). Nevertheless, teachers strongly disagreed to teaching entrepreneurial subject as reflected in items 31-34 (See Table 1).

Results based on the grand Mean score ($M = 2.02$, $SD = .68$) indicate generally that teachers do not teach various entrepreneurship subjects in their various areas of specialization.

Table 2: Mean Response on Effective Strategies for Improving the Teaching of Entrepreneurship Subjects in the Curriculum (n=82)

S/N	Strategies	\bar{X}	S.D.	Remarks
1	School administrators should organize regular workshops for entrepreneurship teachers.	4.00	.00	SA
2	Teachers should be sent for in-service training to be knowledgeable on entrepreneurial skills.	4.00	.00	SA
3	Entrepreneurship teachers should be supervised regularly.	3.80	.48	SA
4	Regular conferences and seminars should be organized for teachers on entrepreneurship by Ministry of Education.	3.66	.71	SA
5	Only qualified teachers should be employed to teach entrepreneurship curriculum.	3.66	.47	SA
6	Teacher-industry linkage for entrepreneurship education should be encouraged by the school administrators.	3.56	.72	SA
	Grand Mean	3.78	.36	SA

\bar{X} = Mean. S.D.; = Standard Deviation; SA= Strongly Agreed; A=Agree; D = Disagree; SD= Strongly Disagree.

Table 2 indicates that teachers strongly agreed to items 1-6 on effective strategies that could be used for improving teachers' technological competence in teaching entrepreneurship subjects in the curriculum at SSS level in Nsukka education zone of Enugu State Nigeria.

Discussion of Findings

Findings based on research question one indicates that teachers are moderately qualified to teach the curriculum with their highest degree in B.Ed. However, their area of specialization is very few as reflected in their characteristics data which include: Home Economics, Fine and Applied Arts/Cultural and Creative Arts education, Agricultural education, Computer Education and Physics Education. This indicates that a larger percentage of the teachers that teach Entrepreneurship subjects in the schools are specialists in only a few related entrepreneurship subjects in the curriculum and they are qualified to teach Entrepreneurship subjects as required by FRN (2014). These areas of specialties are not sufficient enough to cover the thirty-four entrepreneurship subjects expected to create job for youths. In addition, findings from an interview with thirty principals on whether their teachers are qualified to teach entrepreneurship subjects in the curriculum or not in their schools, their converging responses was that the teachers were qualified since they possess at least a Bachelor in Education (B.Ed)with their Teachers Registration Council Certificates.

Twenty four of the principals expressed that although teachers are qualified, they do not possess the technical competence in the entrepreneurship subjects stated in various areas of specialization. This finding converges with Ezeonwurie's (2017) perceptions that teaching practical subjects needs the recruitment of qualified teachers or instructors in various areas of specialty. Hence, teachers might be qualified in just a few areas while the other areas remain vacant (Barman, 2016). Finding also agrees with Okolie, Ochinanwata, Ochinanwata, Igwe, and Okorie (2021) that teachers' lack of knowledge in an area of specialty influences the effective teaching of entrepreneurial curriculum and learners career curiosity which also deters students from making their entrepreneurial career choice at the long run (Lanero, Vázquez, &Aza, 2016).

Findings based on general Mean analysis of teachers perception onteaching various entrepreneurship subjects in area of speciality in the curriculumof SSS students, teachers disagreed to teaching many (24) of the entrepreneurship subjects. In addition, findings from interview with the thirty school principals on whether teachers need more capacity building in a related area of entrepreneurship subjects, the response was that teachers need more capacity building because though most of them have the certificates, they do not have the technical know-how to teach the relative entrepreneurship subjects.

This finding is in line with Muogbo, and John-Akamelu, (2018); Usman and Tasmin (2015) as well as Undiyaundeye, (2015) that lack of teachers' technical competence and non-availability of specialist teachers were deterrent to youth's acquisition of technical and vocational skills in Nigeria as well as students intentions for self-employment (Otache, Oluwade, & Idoko, 2020). This is an indication that teachers are actually not prepared enough to handle the entrepreneurship subjects as stipulated by FRN (2014). It is believed that teachers technical competence were only limited to catering craft practice and animal husbandry subjects which is related to most teachers area of specialization (Home Economics & Agricultural education) as reflected in their characteristics data. Teachers also strongly disagreed teaching some entrepreneurship subjects such as plumbing and pipe laying, stenography, furniture making, and mining trades. However, these subjects are essential for sustainable development according to Egbefo and Abe (2017). These subjects could be acquired from indigenous technicians if invited to interact with the learners according to Capote, and Vedula-Din (2015). Poor teaching of entrepreneurship subjects according to Okolie, Ochinanwata, Ochinanwata, Igwe, and Okorie (2021), could be attributed to non-supervision and support system that influences learners career curiosity.

Findings based on perceived effective strategies for enhancing

teachers' technical competence indicate that teachers are quite aware of the various ways to uplift entrepreneurship curriculum. This include: organizing regular workshops for entrepreneurship teachers by school administration; sending teachers for in-service training to be knowledgeable on entrepreneurial skills; regular supervision of entrepreneurship teachers; as well as organizing regular conferences and seminars for the teachers by Ministry of education; and recruiting only qualified teachers to teach entrepreneurship subjects in the curriculum; and encouraging teacher-industry linkage for entrepreneurial education by the school administrators. Drawing from personal interview with the school principals on what they think should be done to improve teacher technical competences for effective teaching of entrepreneurship subjects in the curriculum; all the principals stated that teachers teaching entrepreneurship subjects in schools need teacher preparation at various levels. Five of the principals suggested in-service training; fourteen of them suggested organizing seminars and workshops to enables students acquire practical skills for sustainable living, while eleven of them suggested integration and collaboration with indigenous technologists to enable them teach the subjects effectively, especially the practical aspect of the entrepreneurship trades. These findings converges with Esmi, Marzoughi and Torzkadeh (2015) and

Usman and Tasmin (2015) that entrepreneurship teachers should be exposed to direct, interactive and practical-operational methods of teaching in order to acquire wide practical experience from different modes of teaching and from industrial work place learning (Long & Fynn, 2018). This among others could be achieved through tutoring (Rahman, 2014) inviting guest entrepreneurs, seminars, workshops, discussion, role playing, research projects and a host of others.

Conclusion

The findings indicated that SSS entrepreneurial teachers are qualified but lack the expertise and technical competence in many other areas of entrepreneurship specialty to enable them implement the comprehensive curriculum for job creation. Many teachers and principals agreed to the suggested strategies that could be employed in improving technological capacity of teachers; which include: supervision, organization of seminars, workshops, and linkages with out-of school instructors and industrialists.

This finding has implications for policy enactment, teacher preparation, and practitioners in industry that would help students develop relevant skills and knowledge for job creation and poverty reduction in Nigeria.

Recommendations

Recommendations are made based on findings of the study.

1. Recruitment of teachers by the government is necessary to bridge

the gap in teaching entrepreneurship subjects not taught due to less competent teachers in specific areas.

2. There is need for collaborating with indigenous instructors and technicians into the school system for more practical exposure to teachers and learners.
3. The school administrators need to expose teachers to capacity building workshops, seminars and conferences every year.
4. The government needs to encourage in-service training for teacher's up-grade every three years.
5. Thorough supervision of the implementation of entrepreneurship subjects by policy makers and the school administrators is necessary.

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