

CURRICULUM CONTENT ORGANIZATION AND TEACHERS' PERCEPTION OF ENTREPRENEURSHIP EDUCATION OF BASIC EDUCATION STUDENTS' IN RIVERS EAST EDUCATIONAL ZONE OF NIGERIA

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Abstract

A descriptive survey was conducted to investigate the curriculum content organization and teachers' perception of entrepreneurship education on skills acquisition by Basic Education Students' in Rivers East Educational zone of Nigeria. Two null hypotheses were stated to guide the study. The population for the study was 16,647 teachers and 19,737 students. Stratified sampling technique was adopted and the total sample size used was 1,664 teachers and 3,328 students bringing the total to 4,992. Two instruments titled "Curriculum Content Organization Questionnaire (CCOQ)" and "Acquisition of Entrepreneurship Skills Questionnaire (AESQ)" was used for data collection. Cronbach alpha reliability estimate was used to test the reliability. Data obtained were analysed using Pearson Product Moment correlation and Chi-square. Results of the study revealed a significant positive relationship between curriculum content organization and teachers' perception of entrepreneurship education on the acquisition of entrepreneurship skills by students. These variables had a positive influence on the acquisition of entrepreneurship skills in terms of making poultry feeds, soap and tie and dye of fabrics among the students. There is the need for students to possess entrepreneurship skills for employment generation, self-reliance and improved standard of living in the society. It is however recommended that in the planning and implementation of the curriculum, efforts should be made to make the learning experiences and contents of the curriculum relevant to the needs of the Nigerian society.

Keywords: Curriculum content organization, Teachers’ perception, Entrepreneurship education, Skills acquisition, Basic Education Students’

Introduction

Basic Education in Nigeria aims at the full integration of the individual into the Community (FRN, 2004). At this level of education, every individual child or youth will be equipped with such knowledge, skills and attitudes that will enable him or her develop to his or her fullest capacity and derive maximum social benefit of his civic obligations. The idea of government in adopting education as an instrument per excellence for effective national development implies that the Universal Basic Education (UBE) being the foundation of educational system in Nigeria becomes the cornerstone for the building of good citizenship (FRN, 2004).

Curriculum when viewed from the perspective of learning is all the experiences of the learner under the supervision of the school (Ibe, 2010). Curriculum implementation therefore involves taking decisions on the selection of learning experiences to be imparted, the content, its organization and making conscious efforts to ensure that each phase of the curriculum process is implemented in line with its set objectives to achieve the overall goals and objectives of education. It is further explained that curriculum is the organized knowledge which the society presents to the learner in order to achieve pre-determined goals of education. Hence, the curriculum becomes relevant if it addresses current and anticipated needs, problems and aspirations of the learner and society (Ibe, 2010). The structure of the basic education curriculum is to allow for proper planning in such a way to make the learning sequence simple, logical and practical. Usually various subjects: English studies, one major Nigerian language (Igbo, Yoruba or Hausa), Mathematics, Basic Science and Basic Technology, Social Studies, Civic Education, Cultural and Creative Arts (CCA), Religious Studies, etc, are incorporated in the basic education curriculum. These subjects are expected to provide the child among others, with diverse basic knowledge and skills for entrepreneurship, wealth generation and educational advancement (FRN, 2004).

Most of the Universal Basic Education (UBE) schools do not have enough qualified teachers which has been an inhibiting factor to good academic performance. Accordingly, early vocational training and career awareness would expose the pupils to productive and useful activities that will lead to sustainable development, increase productivity, create employment and entrepreneurship skills. Therefore there is need to have a child-centred curriculum content organization that will position UBE

graduates in learning and development in the increasingly complex world we live.

Consequently, it is important that during the organization of curriculum, effort should be made to make the learning experiences and contents of the curriculum relevant to the needs of the Nigeria society and to meet the needs as well as suit the age, experience and aspiration of the learners. Offorma (2005) posited that functional education is determined by the quality of curriculum and its implementation. It further explained that functional curriculum content must be valid, significant, learnable, consistent with social realities, useful and reflect the interest of the learners. Thus it is very vital to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers, the goals of education can never be achieved. It is based on this background that this study aimed at determining the influence of curriculum content organization and teachers' perception on entrepreneurial education on the acquisition of entrepreneurial skill by Basic Education Students' in Rivers East Educational Zone of Nigeria was designed. To achieve this aim, two research questions and two hypotheses, guided this study.

Research questions

- (1) How does curriculum content organization during instruction relate to students' acquisition of entrepreneurial skills?
- (2) How does teachers perceptions of entrepreneurship education relate to students' acquisition of entrepreneurial skills?

Statement of hypotheses

- (1) There is no significant relationship between curriculum content organizations during instruction and students' acquisition of entrepreneurial skills.
- (2) "Teachers' perception of entrepreneurship education does not significantly influence students' acquisition of entrepreneurial skills.

Research methodology

Research design

The descriptive survey research design was utilized for this study. According to Ezeji (2004), a descriptive survey design is one which involves the assessment of public opinion using collection of detailed descriptions of existing phenomena with the intent of using the data to justify current conditions and practices or to make better plans for improving phenomenal. This design is suitable for this study because it uses questionnaire to seek information from respondents.

Area of the Study

The area of the study was River State in Nigeria. River State is one of the states in the Niger Delta Region situated at the South-south Geo-political zone of the Federal Republic of Nigeria. The state shares a boundary to the North with Imo State, to the North-East with Abia State, to the East with Akwa Ibom State, to the South-West with Bayelsa State, to the North-West with Delta State and to the South with the Atlantic Ocean.

Population of the study

The population of this study consists of 16,647) teachers 316 Basic Education Schools. Teachers were used because it is believed they have knowledge of the curriculum content and ways of its organization. Students in Junior Secondary School (JSS 3) were used to provide answers to the questionnaire on the dependent variable. The population of the JSS 3 students was 19,737.

Sampling technique

This study adopted the stratified sampling technique to select the schools and the subjects. The criteria for stratification were based on Local Government Areas (LGAs) within the Rivers East Educational zone. This is done in order to ensure equal representation of the research subjects. The stratified sampling technique involved grouping the eight Local Government Areas (Emohua, Okrika, Port Harcourt, Etche, Omuma, Ogu-bolo and Ikwerre) into eight strata. From each stratum representing the eight Local Government Education zone, 15% of the schools were selected given a total of 47 schools. In selecting the respondents for the study, 10% of the teachers were selected in each of the LGAs; given a total of 1,664 teachers and 3,328 students were selected representing 16.86% of the total population (Table 1).

Table 1: Study population and sampling technique.

Name of Local Government Areas	No of Schools	15% of Schools Selected	No. of Teachers	10% of Teachers Selected	No of Pupils	No. of Pupils Selected
Obio-Akpor	43	6	3,309	331	6612	662
Emohua	51	8	2,284	228	2070	456
Okrika	34	5	2105	211	548	422
Port Harcourt	40	6	3289	329	6053	658
Etche	80	12	2702	270	1993	540
Omuma	21	3	913	91	705	182
Ogu-Bolo	8	1	374	37	105	74
Ikwerre	39	6	1671	167	1651	334
Total	316	47	16647	1664	19737	3328

Source: Rivers State Ministry of Education (2012).

Research Instruments

Two questionnaires titled “Curriculum Content Organization Questionnaire (CCOQ)” and “Acquisition of Entrepreneurial Skills Questionnaire (AESQ)” was used. The Curriculum Content Organization Questionnaire (CCOQ) was divided into two sections A and B. Section A was designed to elicit responses from respondents based on demographic data such as age, years of experience and marital status. Section B of the questionnaire was designed to elicit responses from respondents based on the independent variables (curriculum content organization during instruction and teachers’ perception of entrepreneurial education). A 4-point Likert type scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used in the questionnaires. The second questionnaire: Acquisition of Entrepreneurial Skills Questionnaire (AESQ) was designed to elicit responses from respondent based on the dependent variable. This questionnaire was also divided into two sections A and B. Section A was designed to elicit information from respondent based on their demographic data such as Age, class and name of school. Section B was a simple “yes” or “no” response of acquisition of entrepreneurial skills in making soap (question items 1 – 6 of AESQ); in making poultry feed (question items 7 – 12 of AESQ) and tie and dye of fabrics (question items 13 – 18 of AESQ). This is done so that the students will be able to provide responses to the questionnaire.

Validity of the instrument

The face validity of the instrument was carried out by an expert in test and measurement in the Department of Educational Foundation and the researcher’s supervisor. They ensured that all the items in the questionnaire used measured what they were supposed to measure. Corrections were made and ambiguous items were discarded before using the questionnaire for the pilot study.

Reliability of the instrument

Cronbach alpha estimate reliability was adopted in this study. Seventy (70) questionnaires were administered to respondents outside the sampled schools. After which the results that were obtained were subjected to statistical analysis using Cronbach alpha to determine the internal consistency. The result of the reliability was presented in Table 2.

Table 2: Chronbach alpha reliability estimate (N=70)

Variables	No of items	X	SD	rx_y
Curriculum content organization during instruction	6	19.60	3.58	0.78
Teachers' perception of entrepreneurship education.	6	20.1	2.30	0.92
Entrepreneurship skill acquisition				
Making poultry feed	6	17.24	3.41	0.63
Making soap	6	16.56	3.24	0.54
Tie and Dye	6	17.56	3.11	0.75

Procedure for data collection

The researcher administered the questionnaires to the teachers through the assistance of the Head Teachers who through their permission used the staff disposition list to select teachers to provide answers to the questionnaires. All the questionnaires administered were collated immediately after the administration of the questionnaire.

Procedure for data analysis

The following are the independent and dependent variables with their statistical tools used for data analysis. The Pearson Product Moment Correlation (PPMC) was used to ascertain the relationships between the independent and dependent variables using the SPSS package (Levesque, 2007). The Chi-square was used because both variables were discrete, using SPSS package.

Results and discussion

The presentation of the data was done following the trends of the two hypotheses directing the study.

General description of variables

The main independent variables for this study are:” curriculum content organization during instruction and teachers' perception of entrepreneurship education.

The main dependent variable is acquisition of entrepreneurial skills. The mean and standard deviation of the major variables were calculated and presented in Table 3. A total sample of 1,600 respondents was used for the study.

Table 3: General description of data (N=1600)

<i>Variables</i>	<i>X</i>	<i>SD</i>
Curriculum content organization	21.54	1.58
Teachers' perception of Entrepreneurship education	20.47	2.19
Entrepreneurship skill acquisition		
Making poultry feed	9.11	3.03
Making soap	9.13	2.98
Tie and Dye	9.18	2.98

Presentation of results

In this section each hypothesis was re-stated, and the result of data analysis carried out to test it was presented. Each hypothesis of the study was tested at 0.05 levels, of significance.”

Hypothesis 1

There is no significant relationship between curriculum content organization during instruction and acquisition of entrepreneurial skills.

The independent variable in this hypothesis is curriculum content organization, while the dependent variable is acquisition of entrepreneurial skills (in terms of making poultry feed, making soap and “tie and dye). Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 4.”

Table 4: Pearson Product Moment Correlation Analysis of the relationship between curriculum content organization during instruction and acquisition of entrepreneurial skills (N=1600)

<i>Variables</i>	<i>X</i>	<i>SD</i>	<i>r-value</i>
Curriculum content organization (X)	21.54	1.58	
Making poultry feed (Y1)	9.11	3.03	0.158*
Making soap (Y2)	9.13	2.98	0.152*
Tie and Dye (Y3)	9.18	2.98	0.133*

* Significant at 0.05, critical $r = 0.062$, $df = 1598$

“The result of the analysis as presented in Table 4 revealed that the calculated r-values for, making poultry feed (0.158), making soap (0.152) and tie and dye (0.133) are each higher than the critical r-value of 0.062 at 0.05 level of significance with 1598 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between curriculum content organization and acquisition of entrepreneurial skills was rejected. This result implies that, curriculum content organization has a significant positive relationship with acquisition of entrepreneurial skills. The positive r-value implied that the higher the curriculum content organization, the higher acquisition of entrepreneurial skills tends to be. On

the other hand the lower the curriculum content organization the lower acquisition of entrepreneurial skills tends to be.”

Hypothesis 2

Teachers’ perception of entrepreneurship education, does not significantly relate to pupils’ acquisition of entrepreneurial skills.

The independent variable in this hypothesis implementation of curriculum content in terms of entrepreneurship education, while the dependent variable is acquisition of entrepreneurial skills (in terms of making poultry feed, making soap, tie and dye). Pearson Product “Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 5.”

Table 5: Pearson Product Moment Correlation Analysis of the relationship between teachers perception of entrepreneurship education and acquisition of entrepreneurial skills (N=1600)

Variables	X	SD	r-value
Teachers perception of Entrepreneurship education (X)	20.47	2.19	
Making poultry feed (Y1)	9.11	3.03	0.37*
Making soap (Y2)	9.13	2.98	0.40*
Tie and Dye (Y3)	9.18	2.98	0.22*

* Significant at 0.05, critical $r = 0.062$, $df = 1598$

The result of the analysis as presented in Table 5 revealed that the calculated r-values for making poultry feed (0.37), making soap (0.40) and tie and dye (0.22) are each higher than the critical r-value of 0.062 at 0.05 level of significance with 1598 degree of freedom. With this result, the null hypothesis which stated that there is no significant positive relationship between organization of curriculum content in terms of entrepreneurship education and acquisition of entrepreneurial skills was rejected. This result implied that, organization of curriculum content in terms of entrepreneurship education has a significant relationship with acquisition of entrepreneurial skills. The positive r-values indicated that the higher the organization and implementation of curriculum content in terms of entrepreneurship education the higher the acquisition of entrepreneurial skills tends to be. On the other hand the lower the implementation of curriculum content in terms of entrepreneurship education the lower acquisition of entrepreneurial skills tends to be.”

Discussion of findings

Curriculum content organization during instruction and acquisition of entrepreneurial skills.

The result of this hypothesis indicated that there is a significant positive relationship between curriculum content organization and acquisition of entrepreneurial skills in making poultry feed, soap making and tie and die. The finding of this hypothesis is contrary to the views of Adams and Onyene (2001) who pointed out that “the Nigerian secondary school curriculum is not well organized and effectively implemented and does not give the students the necessary skills to earn a living in the society. Uzodinma (2004) also posited that curriculum organization has been the bane of curriculum design in Nigeria. According to him, Nigeria has a very good curriculum based on the lofty ideas embedded in the four stages depending on their levels of cognition and skills. He further observed that the 6-3-3-4 education system failed because it was not duly organized and implemented in Nigeria due to faulty method of teaching that is centred on theory only.”

Teachers’ perception of entrepreneurship education and acquisition of entrepreneurial skills

The result of this hypothesis revealed that there is a significant positive relationship between curriculum content implementation in terms of entrepreneurship education and acquisition of entrepreneurial skills in making poultry feed, soap making and tie and die. The positive r-value indicated that the higher the implementation of curriculum content in terms of entrepreneurship education, the higher the acquisition of entrepreneurial skills tend to be. On the other hand the lower the implementation of curriculum content in terms of entrepreneurship education the lower the acquisition of entrepreneurial skills tends to be.

The result of this findings is in line with the findings of Bassey (2005) who posit that entrepreneurship education seek to provide different categories of students with the knowledge, skills and motivation, to encourage entrepreneurial success in a variety of settings. Ogbuka (2000) in support of this revealed that efforts have been made at meeting the challenges of access to the citizenry, so that many people can be given the opportunity to go to school to acquire utilizable skills, especially the UBE graduates that cannot afford to go to senior secondary schools.

The result of this hypothesis follows that to effectively help the primary school pupils develop knowledge, attitude and skills and to make education functional and skill-oriented in such a way that will help pupils be self-reliant, entrepreneurship education is needed. Entrepreneurship education and training would not only serve students who intend to start and

lead their own business or company after graduation but it will also help them understand how entrepreneurial firms operate innovation, creativity and opportunity recognition and critical skills necessary for any individual entering the market place. Therefore learning entrepreneurial skills and attitude will prepare the pupils for the next stage of their education.

Conclusion and recommendation

Based on the results and findings of the study it is revealed that,curriculum content organization during instruction and teachers perception of entrepreneurship education significantly related with the students' acquisition of entrepreneurial skills. It is however recommended that in the planning and implementation of the curriculum, efforts should be made to make the learning experiences and contents of the curriculum to be relevant to the needs of the Nigerian society.

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