

IMPLEMENTING THE NEW SENIOR SECONDARY SCHOOL CURRICULUM FOR THE REALIZATION OF THE OBJECTIVE OF ENTREPRENEURSHIP EDUCATION IN ONDO STATE, NIGERIA

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Abstract

The study examines the implementation of the new senior secondary school curriculum for the realization of the objective of entrepreneurship education in Ondo State, Nigeria Today ,many grandaunts from Nigerian Secondary Schools are unemployed and cannot employ themselves. They are curiously idle because they lack the pre-requisite for job creation despite the secondary education received. Descriptive research design of survey type was used. Ondo State is made up of three Senatorial districts (North, South and central) with 304 Public Senior Secondary Schools and over 280 Government approved Private Secondary Schools (EMIS, 2014) The target population from which the sample was selected consisted of 18 public secondary schools and 18 private secondary schools from each of the 3 Senatorial District in Ondo State, Nigeria selected through a simple random sampling and stratified random sampling methods. One Principal and 5 teachers were randomly selected from each school after stratification into urban and rural areas with equal chances. A total number of 108 principals and 590 teachers were sampled as respondents. Data were collected through the use of a self-developed and validated questionnaire tagged 'Implementation of the New Senior Secondary Curriculum Descriptive Questionnaire' (INSSCDQ). with a reliability coefficient of $r = 0.76$. One research question and two hypotheses were generated and tested. The result shows that there is a significant difference in the Perception of Teachers in the implementation of New Senior Secondary School Curriculum between Public and Private senior secondary schools in Ondo State ($t\text{-cal}=.667 > t\text{-val.} = .564; P < .05$). Also, the test performed showed that with means of 13619.10 for urban and 13323.33 for rural. Thus, the differences was not statistically significant ($t\text{-cal}=.256 < t\text{-val.} = .804; P > .05$).The result provides a sufficient evidence to recommend that entrepreneurship education should be incorporated into secondary school programme right from the junior secondary. Also, Government and Proprietors of schools should ensure proper funding of schools to enable the provision of functional trade workshops and other facilities for effective teaching and learning of the trade subjects.

Keywords: Curriculum, entrepreneurship education, elective subjects, trade subjects, universal primary education

Introduction

Nigeria, like other countries in the world, has adopted education as the key to socio-economic transformation, especially in this era of science and technology-oriented Knowledge driven 21st century. No wonder the constant changes and reforms in her educational policy and curricular since the attainment of her political independence in 1960 to meet the reality of modern times. The clamour now is the New Senior Secondary School

Curriculum (NSSSC) which would produce well equipped secondary School graduates for tertiary institutions and for the world of works (Nigeria Education Research and Development Council, NERDC,2011).

However, one is worried by the increasing rate and the supposed "appropriateness" of curricular reviews and reforms that came with much optimism and conviction and disappeared with inverse pessimism and despair. For instance ,since 1960 there were such reviews as Banjo Review, the Taiwo Review, the Ikoku Review (Akinyemi, 2012). According to Fafunwa (2004) the Universal Primary Education(UPE) which was launched with very high hopes by the defunct Western Nigeria in 1955 and by the defunct eastern Nigeria in 1957 and later by the Federal Government of Nigeria in 1976 was later jettisoned for curriculum inadequacy and inadequate planning. The National Policy on Education was launched in 1976, revised in 1981 and 2004, leading to the replacement of the old system, that was 6-5-2-3 of 6 years of Primary education, 5 years of Secondary education, 2 years of Higher School Certificate and 3 years of University education, with the 6-3-3-4 system which is 6 years of primary education, 3 years of Junior Secondary School, 3 years of Senior Secondary School and 4 years of University education. The Junior and Senior Secondary Schools were initially de-articulated and later re-articulated for ease of administration, and efficiency. Presently the 6-3-3-4 has joined the grave yard of the earlier educational programmes and systems for want of relevance (NERDC,2011) and epistemological inadequacy. Indeed, this situation tends to corroborate Raza (2003) assertion in Tillack (2003) that the educational system of the colonial countries tended to promote the "Separation of work from education" and the various educational reforms aimed at redressing the anomaly have been fruitless even after many years of Political Independence. According to Ikediugwu, Nwankwo and Nwanchukwu (2009) in Azikiwe (2009) ed. the major problem that faces education in Nigeria today is lack of congruence between knowledge received in schools and the world of work.

Secondary School Curriculum and Entrepreneurship Education in Nigeria

The introduction of the NSSC in the secondary school in Nigeria is a fresh initiatives which according to NERDC (2011) aims at ensuring that graduates from secondary Schools are, among other things professionally trained in entrepreneurship skills and possess relevant Information Communication Technology (ICT) skill that will equip them for challenges of labour market. Hence every student, irrespective of his or her field of study is expected to study 5 core subjects viz; English Language, General Mathematics, Civic Education, Computer Studies and 1 trade Entrepreneurship subject out of 33 which include: Auto body repair and spray painting; Auto electrical work; Auto Mechanical Work; Air condition/Refrigeration; Electrical installation and maintenance work; Radio, TV and Electrical Work; Block Laying; Brick Laying and Concrete Work; Painting and Decoration; Carpentry and Joinery; Upholstery; Garment Making; Cosmetology; Keyboarding; Leather Goods Manufacturing and repair; Animal Husbandry; Marketing; Tourism; GSM Maintenance and others. The aim is to ensure the attainment of the national policy objective of "preparation for useful living within the society". (National Policy on Education, 2004). It is meant for every Nigeria citizen to be equipped to break the farcade of unemployment through the development of self as a precursor to a meaningful contribution to the development of the society of which he or she is part.

But as Nojimu-Yusuf and Adebessin (2011), observe, the most crucial aspect of curriculum practice is implementation as the actual hatching of the planned curriculum. Moreover Samoff and Assie-Lumumba (2003) asserts that effective reform in education requires initiatives with strong local roots and the broad participation and vigorous implementation by all stakeholders including not only officials but students, parents, teachers

and communities. Hence this study is undertaken to critically examine the level of implementation of the NSSC in Ondo State. The choice of Ondo State been one of the 36 states in Nigeria is precipitated by common understanding in Nigeria that education is the largest industry in Ondo State and invariably the centre of teaching and learning in Nigeria where the light of education is presumed to be shining to other Nigerian States, hence the accolade "The Sunshine State". Also, the Ondo State government appears to have adopted social Demand cum Manpower Planning Approach in the Secondary School Education which has not ensured self employment and private enterprises among youths and thus serious manpower needs outside "White collar" job. Ondo state has the largest number of public schools in Nigeria with over 880 primary schools (Wikipedia) and 304 secondary schools (EMIS 2013), notwithstanding Government funding of the Senior School Certificate Examination fee in all the public Secondary Schools since 2000, the free education policy for pupils right from Primary School to the Senior Secondary School and the adoption of 60:40 admission ratio in favour of science and technology to Arts and Humanities in the Senior Secondary School.

Statement of the Problem

The hues and cries of Nigerians over the inability of Nigerian Secondary education to produce graduates for useful living in their society has been on since 1959 when Ashby identified the misfit of the graduates from Secondary Schools to local rural living except for civil service. Today ,many grandaunts from Nigerian Secondary Schools are unemployed and cannot employ themselves. They are curiously idle because they lack the pre-requisite for job creation despite the secondary education received. They migrate massively from rural areas to urban areas and engage in various forms of social problems, thus bringing the level of development of the country to a ridiculous backward level and the future a mirage.

Significance of the Study

The findings from this study could be of vital importance especially to the Nigerian youths in their quest for self employment, professionalism and self fulfillment which would provide antidote for the mass unemployment problems plaguing the economy.

The state ministry of Education, NERDC, Principals and Teachers of secondary schools could also find the results of the study valuable in policy formulation and implementation.

Purpose of the Study

The main purpose of this study is to examine the level of implementation of the NSSC in Ondo state public and private secondary schools from the perception of the principals and teachers.

Attention shall be focused on:

- i. the views of teachers in rural and urban settings on the level of implementation of the NSSC in Ondo State;
- ii. the views of teachers in public and private senior secondary schools on the level of implementation of the NSSC in Ondo State.

Research Question.

What is the level of implementation of New Senior Secondary School Curriculum in Ondo State?

Research Hypotheses

Ho:1 There is no significant difference in the perception of teachers in public and private Senior Secondary Schools on the implementation of the New Curriculum in Ondo State.

Ho:2 There is no significant difference in the perception of teachers in urban and rural Senior Secondary Schools on the implementation of the New Curriculum in Ondo State.

Methodology

Design

Descriptive research design of survey type was used.

Population and Sampling Techniques

Ondo State is made up of three Senatorial districts (North, South and central) with 304 Public Senior Secondary Schools and over 280 Government approved Private Secondary Schools (EMIS, 2014) The target population from which the sample was selected consisted of 18 public secondary schools and 18 private secondary schools from each of the 3 Senatorial District in Ondo State, Nigeria selected through a simple random sampling and stratified random sampling methods. One Principal and 5 teachers were randomly selected from each school after stratification into urban and rural areas with equal chances. A total number of 108 principals and 590 teachers were sampled as respondents.

Instrumentation

Data were collected through the use of a self-developed and validated questionnaire tagged Implementation of the New Senior Secondary Curriculum Descriptive Questionnaire (INSSCDQ). It consisted of 12-items, based on Likert scale format of Strongly Agree (SA)=4 points, Agree (A)=3 points, Disagree (D)=2 points, and strongly Disagree (SD)=1point with a reliability coefficient of $r = 0.76$.

Results

Research Questions

The following research questions guided the study:

What is the level of implementation of New Senior Secondary School Curriculum in Ondo State?

Table 1 Mean Responses of the Participants

| S/N | Items | Public Mean | Private Mean | Urban Mean | Rural Mean |
|-----|---|-------------|--------------|------------|------------|
| 1 | Students are exposed to regular workshop practice in the school | 2.89 | 2.01 | 3.41 | 2.11 |
| 2 | Computer education is now a compulsory subject in my school | 2.77 | 3.01 | 2.99 | 1.78 |
| 3 | The subjects offered by students will prepare them for future self employment. | 2.15 | 2.11 | 2.53 | 2.65 |
| 4 | There are enough qualified teachers to teach the trade subjects in my school | 3.45 | 2.33 | 3.98 | 2.04 |
| 5 | There is adequate instructional materials in my school | 3.42 | 3.00 | 2.77 | 2.67 |
| 6 | Every student must offer an elective, irrespective of his/her field of study | 4.50 | 4.33 | 3.98 | 3.88 |
| 7 | There are functional workshops for different trade subjects in my school | 3.56 | 2.76 | 3.69 | 2.10 |
| 8 | Every student is expected to offer one trade entrepreneurship subject in the school | 4.55 | 4.23 | 3.89 | 3.22 |

| | | | | | |
|------------|---|-------------|-------------|-------------|-------------|
| 9 | There are relevant textbooks for the new subjects on the school curriculum | 2.10 | 2.00 | 2.12 | 1.98 |
| 10 | Teachers are properly motivated to be committed to effective implementation of the curriculum | 2.21 | 2.01 | 2.13 | 2.01 |
| 11 | There is effective monitoring of curriculum implementation through the quality assurance agency | 3.00 | 2.34 | 2.78 | 2.22 |
| 12 | The school infrastructure is adequate for proper teaching of the trade subjects | 2.66 | 3.76 | 2.57 | 2.13 |
| Ave | | 3.11 | 2.82 | 3.07 | 2.40 |

Source: Fieldwork, 2014.

Table 1 revealed that the average mean score for the public secondary schools on the level of implementation was 3.11 which is higher than that of private secondary schools that stood at 2.82. Also, a cursory look at the average mean score for urban secondary schools reveal a higher average mean of 3.07 as against the rural secondary schools with an average mean of 2.40. Decision rule in this study stands at 2.50 for acceptance. Thus, any mean below this is negative.

Table 1 is also depicted with figure 1 below which shows the variations in the mean responses to the instrument.

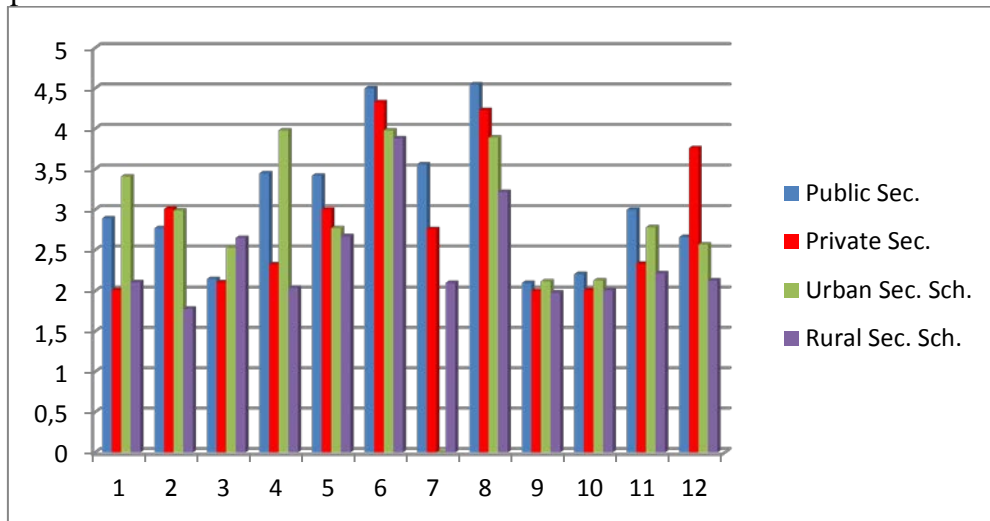


Figure1: Mean Responses to Items on the Instrument by Participants

Hypotheses Testing

The data were analyzed electronically with the use of Statistical Package for Social Sciences (SPSS) to statistically determine the difference between the dependent and independent variables, with t-test statistics.

Hypothesis One

There is no significant difference in the perception of teachers in public and private Senior Secondary Schools on the implementation of the New Curriculum in Ondo State.

In an attempt to test the first hypothesis, t-test analysis was employed.

Table 2 Summary of Difference in the Perception of Teachers in the Implementation of New Senior Secondary School Curriculum between Public and Private Secondary Schools in Ondo State

| Source | Mean | SD | SEM | df | t-cal | t-val | Sig. |
|--------------------------|-----------|---------|---------|-------|-------|-------|------|
| Public Sec. Sch. | 265120.13 | 1962.10 | 3201.09 | | | | |
| | 697 | .667 | .564 | P<.05 | | | |
| Private Sec. Sch. | 22421.08 | 3321.01 | 3142.50 | | | | |

*Significant at 0.05 level.

In order to test this null hypothesis, t-test statistic was performed. This involved the treatment of responses of sampled participants from public secondary schools and private secondary schools in Ondo State, Nigeria. The result shows that there is a significant difference in the Perception of Teachers in the implementation of New Senior Secondary School Curriculum between Public and Private senior secondary schools in Ondo State ($t\text{-cal}=.667 > t\text{-val.} = .564; P < .05$).

Hypothesis Two

There is no significant difference in the perception of teachers in urban and rural Senior Secondary Schools on the implementation of the New Curriculum in Ondo State.

In an attempt to test this hypothesis, the preliminary descriptive computation of responses was subjected to t-test statistics to arrive at table 3.

Table 3 Summary of Difference in the Perception of Teachers in the Implementation of New Senior Secondary School Curriculum between Urban and Rural Secondary Schools in Ondo State

| Source | Mean | SD | SEM | df | t-cal | t-val | Sig. |
|---------------|----------|---------|---------|-------|-------|-------|------|
| Urban Schools | 13619.10 | 2837.20 | 1359.18 | | | | |
| | 697 | .256 | .804 | P>.05 | | | |
| Rural Schools | 13323.33 | 2342.21 | 1049.80 | | | | |

Not Significant at 0.05 level.

In order to test this null hypothesis, t-test statistic was performed. The test performed showed that with means of 13619.10 for urban and 13323.33 for rural. Thus, the differences was not statistically significant ($t\text{-cal}=.256 < t\text{-val.} = .804; P > .05$). See table 3.

Discussion of Results

The findings of this study reveal that variation exists on the perception of teachers in the implementation of the New Senior Secondary School Curriculum between public and private secondary schools in Ondo State. The level of implementation is perceived as significantly higher in public than in private secondary schools. Most private schools used for this study have no functional trade workshops hence, students are not exposed to regular workshop practice, this could be attributable to the high cost of building and ineffective monitoring of the curriculum implementation in the private schools by the Government as revealed in the study. This position is in line with the submission by Orialu and Ebhomen (2009) that lack of tools and equipment and the non-challant attitude of the government are challenges facing the implementation of Basic Technology curriculum.

Also, the study reveals that there is no significant difference in the level of implementation of the new curriculum in the urban and rural secondary schools. Findings however reveal that there is inadequate relevant textbooks for the new subjects on the curriculum. The findings of the study underscore the need for continual and effective teaching of entrepreneurship education in Ondo State secondary schools (Hassan and Olaniran, 2011).

Conclusion

Entrepreneurship education, is no doubt an interventionist approach to solving the unemployment problem plaguing Ondo State. The youths are decaying in joblessness despite the purported secondary education which ought to prepare them for useful living in the society. This is why it is germane that an effective implementation of the new curriculum should be put in place in Ondo State senior secondary schools.

Recommendations

The following recommendations were suggested:

1. Entrepreneurship education should be incorporated into secondary school programme right from the junior secondary school in order to instill the spirit of job creating in the mind of the students at their formative stage of life.
2. Government and Proprietors of schools should ensure proper funding of schools to enable the provision of functional trade workshops and other facilities for effective teaching and learning of trade subjects.
3. Educational planners should consider the issue of newness of the new subjects on the curriculum and the need for mass production of relevant textbooks for the use of teachers and students.
4. Government should ensure effective monitoring of the implementation of the programme in both public and private secondary schools.
5. Efforts should be made to give financial and managerial assistance to those entrepreneurs who may wish to establish their businesses after secondary education.

Implication of the Study

This study exposes the deficiencies in the implementation of the newly introduced senior secondary school curriculum in Nigeria with a particular focus to Ondo State which has a similar representation from other parts of the country. The outcome of the study is and eye opener to the implementation of the curriculum and thus, pointing at the gray areas to be monitored in the implementation processes of the said curriculum.

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