

TEACHERS' PERCEPTION ON INCLUSION OF ENTREPRENEURSHIP EDUCATION IN PRIMARY SCHOOL CURRICULUM IN ENUGU STATE

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Abstract

This study determined teachers' perception on inclusion of entrepreneurship education in primary school curriculum. The study consisted of two specific objectives, two research questions and two null hypotheses. The design of the study is a descriptive survey. The population of the study covers all the primary school teachers in Enugu state. The sample size of the study is 400 primary school teachers drawn from Nsukka Education zone. Multistage stage sampling technique was used in drawing the sample size. A structured questionnaire titled Inclusion of Entrepreneurship Education in Primary School Curriculum Questionnaire (IEEPSCQ) was used for data collection. The questionnaire was validated using construct validity. The co-efficient of the reliability of the instrument was 0.76 and 0.88. The data collected were analyzed using mean and standard deviation for the research questions, t-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings showed that there is need for inclusion of entrepreneurship education in Basic Education primary school curriculum. The study found that entrepreneurship education if included in primary school curriculum will bring out critical thinking, enhance creativity, sharpen pupils' talents and foster pupils' skills acquisition. Moreover, the study revealed that the following entrepreneurship skills could be included in primary school curriculum: computer operating, computer repair and maintenance, website designing, phone repair and installation, leader bag/shoe-making, and tailoring. Given these results, the researchers recommended among others, quick inclusion of entrepreneurship education in Nigeria primary school curriculum.

Keywords: Teachers' Perception, Entrepreneurship Education, Skills Acquisition, Primary School Curriculum.

Introduction

Entrepreneurship education has received much attention in recent researches due to the realization that it is a potent tool for job opportunities, industrial growth and sustainable economic development of any country. In Nigeria, entrepreneurship is one of the key priorities of the present administration. According to National Bureau of Statistics (NBS) (2016), it is one of the mechanisms the administration of President Muhammed Buhari has set out for tackling the economic

challenges currently facing the country, especially poverty, food scarcity and youth unemployment.

Entrepreneurship is a multi-disciplinary concept and does not have a universal definition. European Union (2006) sees entrepreneurship as an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects to achieve objectives. Niculescu and Mihiu (2014) define entrepreneurship as a dynamic process of vision, change, and creation. The authors argued that entrepreneurship is more than the mere creation of business, but an integrated concept that permeates an individual's business in an innovative manner. Similarly, Mawoli and Aliyu (2010) see entrepreneurship as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence. The Entrepreneurship Handbook (2019) refers to entrepreneurship as the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. Entrepreneurship is, therefore, the skills of starting a new business and taking risks in the business to make a profit. Because of the importance of entrepreneurship in job creation and profit-making in a business venture, it is offered with the name entrepreneurship education in some educational institutions.

Entrepreneurship education is all about learning about business venture creation and risk-taking in business to make profits. According to Isaacs, Visser, Friedrich and Brijlal (2007), entrepreneurship education is the purposeful intervention by an educator in the life of the learner to impart entrepreneurial qualities and skills to enable the learner to survive in the world of business. Similarly, Opera-kings (2008) notes entrepreneurial education as a systematic approach of inculcating business experience which is designed to fit the citizens for gainful employment and industrial development and integration tendencies. Moreover, Fiore, Sansone and Paolucci, (2019) explain that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

Entrepreneurship education is studied for different important reasons. In the opinion of Egbefo and Abe (2017), entrepreneurship education boosts the economy of a particular country, because, it is a means of providing manipulative skills. It develops the human faculty of creativity, manageability, organization, planning, innovation and resources management so that citizens can confront the productivity challenges of Nigeria. Aja, Onoh and Igwe (2018) contend that entrepreneurship education the world over seeks to prepare students especially youths to be responsible, enterprising individuals who become entrepreneurs and contribute to the economic growth of self-community and nation at large. The authors explain that entrepreneurship is necessary for sustainable national development in a given society

since it encourages creativity, innovation and fostering a business-oriented culture among the citizens. Realizing the importance of entrepreneurship education, the Federal Government of Nigeria directed institutions of learning to prioritize entrepreneurship education in their programmes as a way of addressing the persistent unemployment rate in the country (Oji, 2007). Unfortunately, the government's good gesture and concerns is focused at higher institutions at the neglect of lower levels of education, especially the primary school which is the foundation of other levels of education.

Primary school is the foundation of the education system in Nigeria. According to the Federal Republic of Nigeria National Policy on Education (2013), primary school is the first level of education given to a child within the age of 6 and 12 years. It is a school system in which children receive elementary education from the age of about five to twelve, coming after preschool, infant school and before secondary school. It is the first level of education in Nigeria, under the Federal Ministry of Education, provided for children aged between 6 and 12 years to prepare them for other levels of education.

The present structure of primary school in Nigeria is teacher-centred and theoretical. This structure has been criticized for its failure to provide the required education that will improve the quality of life and socio-economic development of Nigerians (Njoku, 2016; Adiele, 2006). The present primary education philosophy has failed to equip the pupils with the required practical knowledge that will guide them in their future careers. The present pedagogical approach in primary schools is dysfunctional and has failed to develop life manipulative skills that will enable the child to function successfully in society. More so, Udu and Amadi (2013) while comparing the Nigerian entrepreneurship education with that of other nations, assert that in most countries of the world, concentrated entrepreneurship programmes are introduced in higher institutions whereas introducing the subject at primary level is believed to lay a good foundation for learners to acquire knowledge and skills that will help them to take life challenges. Also, North (2012) concurs that young people should learn entrepreneurship at an early age to develop skills needed to identify viable business opportunities and eventually start their business undertakings. This implies that entrepreneurship education if inculcated in the primary school curriculum would expose the pupils to skills they need to identify viable business opportunities and establish their own business in the future.

Moreover, there could be a need for some skill acquisitions to be included in the primary school curriculum. A skill is a well-established habit of doing things by people. Skill acquisition is, therefore, the process and the means of releasing human energy and providing an opportunity for people to make the maximum contribution to their development and the self-development of their communities (Donjor, 2011). In the opinion of Idoko (2014), skill acquisition is the form of training by individuals or group of individuals that can lead to the acquisition of knowledge for self-sustenance.

It means in this study training that can lead to the acquisition of knowledge among pupils.

There are many skill acquisitions that children of primary school age can be trained on. Pupils can be trained on computer operating, computer repair, website-designing, data-base management, programming, wireless and cable networking, internet security, video editing, photography, welding and fabrication. Others include electrical wiring/installation, barbing, hairdressing, making of bags and shoes, bead making, mat-making, mechanic, bakery and phone repair. There are also soap making, basket making, electronics repair, painting, decoration, plumbing, refrigeration, black-smiting, brick-laying among others.

This study, therefore, investigated the perception of primary school teachers about the inclusion of entrepreneurship education in the primary school curriculum. The skill acquisitions that the teachers would like to be included in the primary school curriculum would also be determined in this study. Moreover, gender, which refers to the socially and culturally constructed characteristics and roles which are ascribed to males and females in any society, is also part of this study.

Statement of the Problem

Entrepreneurship is no doubt one of the mechanisms for tackling the economic challenges currently facing Nigeria, especially, poverty, food scarcity and youth unemployment. It is necessary for sustainable national development since it encourages creativity, innovation and fostering of a business-oriented culture among the citizens. Realizing the importance of entrepreneurship education, the Federal Government of Nigeria directed institutions of learning to prioritize entrepreneurship education in their programmes as a way of addressing the persistent unemployment rate in the country. Unfortunately, the government's good gesture and concerns are focused at higher institutions at the neglect of lower levels of education, especially the primary school which is the foundation of other levels of education. The problem of this study is that the researcher(s) is uncertain about the perception of primary school teacher towards this non-inclusion of entrepreneurship education at the primary school level. Hence, the researcher(s) were poised to carry out this study

Purpose of the Study

The major purpose of this study was to determine the perception of primary school teachers about the non inclusion of entrepreneurship education in the primary school curriculum. Specifically, the study sought to investigate the:

1. Perception of teachers on the needs for the inclusion of entrepreneurship education in primary school curriculum.
2. Entrepreneurship skills acquisitions that the teachers would like to be included in the primary school curriculum.

Research Questions

The following research questions guided the study:

1. What is the perception of teachers on the needs for the inclusion of entrepreneurship education in primary school curriculum?
2. What is the perception of teachers on entrepreneurship skills acquisitions that the teachers would like to be included in the primary school curriculum?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant difference between the mean rating scores of male and female teachers' perception on the need for the inclusion of entrepreneurship education in primary school curriculum.
2. There is no significant difference between the mean rating scores of male and female teachers' perception on the entrepreneurship skills acquisitions that should be included in the primary school curriculum.

Methodology

The study was carried out in Nsukka Education Zone of Enugu state. The study adopted a descriptive survey design. The population of the study covered all the 2,000 primary school teachers in Enugu State (Enugu State Ministry of Education). The sample size for the study was 400 primary school teachers which consist of 220 female and 180 male, statistically determined using Taro Yamane (1964) formula. Instrument used for data collection was a questionnaire titled Inclusion of Entrepreneurship Education in Primary School Curriculum Questionnaire (IEEPSCQ). The instrument consists of sections A and B. Section A elicited information on the demographic variables of the respondents. Section B contained 2 clusters that elicited information on the two research questions. The instrument was validated by three experts who were requested to study the items and assess the suitability of the language, the adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their comments were used to modify the initial draft of the questionnaire. A trial test was conducted on 100 primary school teachers Igboeze South local government Area .Analysis of data collected was done using Cronbach Alpha to determine the internal consistency of the items. Result of the analysis yielded 0.78, and 0.82 respectively. The instrument was administered directly to the primary school teachers by the researcher with the help of four research assistants to determine the teachers' responses. Mean and standard deviation were used in the analysis of the collected data for answering the research questions. A mean score of 2.50 and above indicated agreement to the item question, while the mean score below 2.50 indicated disagreement to the item question. The null hypotheses were analysed using t-test statistics. To take a decision on the null hypotheses, the null hypotheses of no significant difference was accepted for any item

that its value is greater than 0.05 but was rejected if the value is less or equal to 0.05. The Statistical Package for Social Sciences (SPSS), version 23 was used for the analysis.

Results

Research Question 1: What is the perception of teachers' perception on the needs for inclusion of entrepreneurship education in the primary school curriculum?

Table 1: Mean scores of primary school teachers on the needs for inclusion of entrepreneurship education in the primary school curriculum

SN	Item Statement	Mean	SD	Dec.
	Entrepreneurship education will			
1	Bring out critical thinking among the pupils	3.82	0.71	Agree
2	Enhance creativity among the pupils	3.71	0.88	Agree
3	Advance business opportunity recognition among the pupils	3.53	0.69	Agree
4	develop pupils' talents	3.67	0.85	Agree
5	foster skills acquisition among the pupils	3.88	0.92	Agree
6	create job opportunities for Nigerians in future	2.68	0.77	Agree
7	Lead to economic development of Nigeria	2.77	0.81	Agree
8	Promote business venture creation in Nigeria in future	3.22	0.94	Agree
9	reduce poverty in Nigeria	2.66	0.65	Agree
10	encourage the career development of the pupils	2.84	0.66	Agree

Table 1 above reveals that the mean scores of the respondents range from 2.66 to 3.88. This indicates that the mean scores are above the cut-off point of 2.50. Thus, the respondents are of the perception that entrepreneurship education needs to be included in the primary school curriculum.

Research Question 2:

What is the perception of teachers' on entrepreneurship skill acquisitions that the teachers would like to be included in the primary school curriculum?

Table 2: Mean scores of primary school teachers' perception on the entrepreneurship skill acquisitions that would be included in the primary school curriculum

SN	ITEM STATEMENT	Mean	SD	Dec.
1	Computer operating	2.71	0.71	Agree
2	Computer repair and maintenance	2.56	0.88	Agree

3	Database management	1.71	0.69	Disagree
4	Computer programming	1.67	0.85	Disagree
5	Website designing	2.88	0.92	Agree
6	Phone repair and installation	2.64	0.77	Agree
7	Leader bag/shoe making	2.77	0.81	Agree
8	Tailoring	2.52	0.94	Agree
9	Carpentry	2.11	0.65	Disagree
10	Electrical installation	2.06	0.66	Disagree

Table 2 revealed that the mean scores of the respondents to items 1, 2, 5, 6, 7 and 8 range from 2.56 to 2.88. These mean scores are above the cut-off point of 2.50 and therefore indicate teachers' perception of agreement that the following 6 entrepreneurship skills (computer operating, computer repair and maintenance, website designing, phone repair and installation, leader bag/shoe-making & tailoring) should be included in the primary school curriculum. On the contrary, the mean scores of items 3, 4, 9 and 10 range from 1.67 to 2.11. These mean scores are below the cut-off point of 2.50, and therefore, indicate disagreement that the following 4 skill acquisitions (database management, computer programming, carpentry & electrical installation) being included in the primary school curriculum.

Test of Null Hypotheses

Hypothesis One

There is no significant difference between the mean rating scores of male and female teachers' perception on the needs for inclusion of entrepreneurship education in the primary school curriculum.

Table 3: Summary of the t-test statistics for hypothesis one

Location	N	\bar{X}	SD	df	Probability level	Cal. T-value	Sig.
Male	180	2.87	0.78	18	0.05	0.23	0.81
Female	220	3.11	0.52				

Table one above revealed a calculated t-value of 0.23 at 18 degrees of freedom at 0.05 level of significance. Since the associated probability value of 0.81 is greater than 0.05 level of significance, the null hypothesis of no difference is accepted. Therefore, there is no significant difference in the mean rating scores of male and female teachers on the needs for inclusion of entrepreneurship education in the primary school curriculum.

Hypothesis Two

There is no significant difference in the mean rating scores of male and female teachers on the entrepreneurship skill acquisitions that should be included in the primary school curriculum

Table 4: Summary of the t-test statistics for null hypothesis one

Location	N	\bar{X}	SD	df	Probability level	Cal. T-value	Sig.
Urban	220	2.66	0.63	18	0.05	0.26	0.99
Rural	180	2.06	0.55				

The table above revealed that the calculated t-value is 0.23 at 26 degrees of freedom at 0.05 level of significance. Since the calculated sig value of 0.99 is greater than 0.05 level of significance, the hypothesis of no difference is accepted. Therefore, there is no significant difference between the mean rating scores of male and female teacher's perception of the entrepreneurship skills acquisition that should be included in the primary school curriculum.

Discussion of the Findings

This study was set to determine the perception of primary school teachers about the non- inclusion of entrepreneurship education in the primary school curriculum. The study was necessitated by the need to inculcate in children the sense of entrepreneurship skill which would help address the problem of poverty, youth unemployment and food scarcity in Nigeria. The study found that the primary school teachers were of the perception that entrepreneurship education needs to be included in the primary school curriculum. This is supported by the result of the hypothesis which established that both male and female teachers are of the opinion that entrepreneurship education should be included in the primary school curriculum. Hence, there is no significant difference between the mean rating scores of male and female teachers on the needs for inclusion of entrepreneurship education in the primary school curriculum. This finding is in line with the assertions of Udu and Amadi (2013) that introducing entrepreneurship at primary level will lay a good foundation for learners to acquire knowledge and skills that will help them to take life challenges. In addition, the finding supports the view of North (2012) that young people should learn entrepreneurship at an early age to develop skills needed to identify viable business opportunities and eventually start their own business undertakings.

The study also found that the following six entrepreneurship skills computer operating, computer repair and maintenance, website designing, phone repair and installation, leader bag/shoe-making and tailoring should be included in the primary school curriculum. The result of this study is indicative of the fact that there are

several skill acquisition programmes which can be included in the primary school curriculum.

Conclusion and Recommendations

This study sought to determine primary school teachers' perception of inclusion of entrepreneurship education in Nigerian Basic Education Curricular. The findings showed that there is a need for inclusion of entrepreneurship education in Basic Education curricular. The study found that entrepreneurship education if included in Basic Education curricular will bring out critical thinking among the pupils, enhance creativity among the pupils, advance business opportunity recognition among the pupils, develop pupils' talents, and foster skill acquisition among the pupils. It was also found that entrepreneurship education will create job opportunities for Nigerians in future, lead to the economic development of Nigeria, promote business venture creation in Nigeria in future, reduce poverty in Nigeria, and encourage the career development of the pupils. Moreover, the study revealed that the following entrepreneurship skill acquisitions should be included in Basic Education curriculum: computer operating, computer repair and maintenance, website designing, phone repair and installation, leader bag/shoe-making, and tailoring. Given these results, the researcher makes the following recommendation:

1. The Federal Government of Nigeria should quickly include entrepreneurship education in the Nigerian primary school curriculum.
2. There is a need to include the following skills into the primary school curriculum: computer operating, computer repair and maintenance, website designing, phone repair and installation, leader bag/shoe-making and tailoring.
3. Other related entrepreneurship skills that primary school pupils can learn should be included in the curriculum.

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