

CHALLENGES OF EFFECTIVE IMPLEMENTATION OF TRADE/ENTREPRENEURSHIP CURRICULA IN KWALI AREA COUNCIL, ABUJA

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Abstract

The study investigated the challenges of effective implementation of trade/entrepreneurship curricula in Kwali Area Council of the Federal Capital Territory, Abuja. The need for this study was borne out of the concern over the growing rate of unemployment which the trade curricula were introduced to address. Three objectives were pursued: to find out the perceived problems of entrepreneurship curricula implementation in Kwali Area Council, determine if teachers in urban and rural schools in Kwali differ in their perceptions on the problems of entrepreneurship curricula implementation and ascertain the availability of physical facilities and instructional materials for the implementation of entrepreneurship curricula in Kwali Area Council. Five (5) principals and five (5) trade/entrepreneurship subject teachers were selected for the study. A validated questionnaire with 3 sections constructed by the researchers formed the main instrument of the study. Data generated were subjected to statistical analysis using means and t-test. The findings revealed that a majority of both urban and rural teachers in Kwali Local Council perceived inadequate funding, lack of corresponding textbooks, lack of technical staff, unavailability of laboratory/workshops for practical work and prohibitive cost of physical infrastructure, equipment and materials as the major problems bedeviling the effective implementation of the trade curriculum in Kwali. The test of hypothesis showed no significant difference in the perceptions of urban and rural school teachers in Kwali on the problems of entrepreneurship curricula implementation. Based on the results obtained from the study, it was recommended that instructional materials and physical facilities for trade subjects should be made available in schools by those concerned, there is need for mass production of relevant textbooks on entrepreneurship subjects for the use of both teachers and students, government should increase funding of the entrepreneurship programme because of the capital intensive nature of implementing trade/entrepreneurship curricula and there should be effective monitoring of implementation of the programme in rural and urban schools.

Keywords: Entrepreneur, Entrepreneurship, Education, Curriculum, Challenges.

Introduction

This study investigated the challenges of effective implementation of trade/ entrepreneurship curricula in Kwali Area Council of the Federal Capital Territory, Abuja. The trade curricula were designed to meet the targets of the National Economic Empowerment Strategy (NEEDS) which are expressed as: value re-orientation, poverty eradication, job eradication, wealth generation and citizens' empowerment through education. According to the Senior Secondary School Trade Curriculum on Plumbing and Pipe Fitting (Federal Government of Nigeria, 2009), the overall goal of the trades curricula is to prepare students to face the challenges of the new millennium. In specific terms, the general objectives of the trade curricula are to:

1. Render secondary school education that is functionally relevant within the Nigerian communities.
2. Produce school leavers that will be well prepared for higher education.
3. Promote the entrepreneurship skills in school products that will lead to self employment.
4. Enhance civic relations in line with the trade for a better result.

The 34 trade/entrepreneurial subjects are part of the reforms of the Senior Secondary Education Curriculum (NERDC, 2011). According to Orji (2013), the rationale for the introduction of the trade curricula include: (i) To attain the objectives of the Millennium Development Goals (MDG) and National Economic Empowerment and Development Strategy (NEEDS), (ii) to make secondary school education functional to the extent that school graduates have vocational, technical and entrepreneurial skills and competences necessary to generate jobs and create wealth, and in the process eradicate poverty, (iii) to address the dearth of technical skills and a growing demand for services of the skills in Nigeria and (iv) to improve work placement possibilities and Students' employability at large.

Entrepreneurship Education

Entrepreneurship education is any form of education that is given to learners to imbue in them the ability/skills to put together all the factors of production to start and sustain a business. It is the form of education that is capable, through its contents and mode of implementation, of turning learners into entrepreneurs. According to Kauffman (2010), entrepreneurship education is the kind of education that provides individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated. This kind of education helps to ensure that young people are well equipped in facing the challenges of the world of work. It encourages young people to learn and develop ways of meeting their economic needs through the acquisition and utilization of lucrative skills either about or for the purpose of entrepreneurship (Apeji, 2012). According to Jerome (2014), the aim of entrepreneurship education is not just to teach an individual how to run a business, but to encourage creative thinking, promote strong sense of self-reliance, accountability and productivity

Entrepreneurship Curricula

In a bid to produce secondary school graduates who are professionally trained in entrepreneurship skills and possess relevant skill that will equip them for challenges of labour market, the Nigerian Educational Research and Development Council (NEDRC) developed the 9-year Basic Education Curriculum, the Senior Secondary Education Curriculum and 34 Trade/ Entrepreneurship curriculum for use at the senior secondary education level in the country. 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.

According to the Federal Republic of Nigeria (FRN, 2014), in her National Policy on Education, the 34 trade/entrepreneurship are:

1. Auto Body repair and spray painting
2. Auto Electrical work
3. Auto Mechanical work
4. Auto Parts merchandising
5. Air Conditioning Refrigerator
6. Welding and fabrication Engineering Craft Practice
7. Electrical Installation and Maintenance Work
8. Radio, TV and electrical work
9. Block laying, Brick Laying and Concrete Work
10. Painting and Decoration
11. Plumbing and pipe fitting
12. Machine woodworking
13. Carpentry and Joinery
14. Furniture Making
15. Upholstery
16. Catering and Craft Practice
17. Garment Making
18. Clothing and Textile
19. Dyeing and Bleaching
20. Printing Craft Practice
21. Cosmetology
22. Photography
23. Mining
24. Tourism
25. Leather Goods Manufacturing and Repair
26. Stenography
27. Data Processing
28. Store Keeping
29. Book Keeping
30. GSM Maintenance and Repairs
31. Animal Husbandry
32. Fishery

33. Marketing
34. Salesmanship

The aim is to ensure the attainment of the national policy objective of "preparation for useful living within the society" (FRN, 2014). This is meant to develop a well-rooted technical education that will definitely transform the economic, social and political life-styles of our nation, to equip our youths with the requisite skills for self or paid employment.

Curriculum Implementation

Nojimu-Yusuf and Adebesein (2011) observed that the most crucial aspect of curriculum practice is implementation as the actual hatching of the planned curriculum. Samoff and Assie-Lumumba (2003) asserted 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. On his part, Obanya (2004) defined implementation of curriculum as day-to-day activities which school management and classroom teachers undertake in the pursuit of the objectives of any given curriculum. Curriculum implementation is the process of putting all that have been planned as a curriculum process into practice in the classroom through the combined efforts of the teachers, learners, school administrators, parents as well as their interactions with the physical facilities, instructional materials, psychological and social environment (Ekwukoma & Adigun, 2015). Japa (2008) observed that implementation is simply the set of activities directed towards putting a programme into effect. This definition underscores the point that implementation involves a related set of activities. The relatedness of these activities implies that even a slack in the chain can make a mess of a programme not to imagine a break in the chain (Ohaeri, 2016).

Challenges of Effective Curriculum Implementation

The implementation stage of any curriculum is key to the actualization of the goals of the curriculum. No curriculum is adjudged beautiful until it is beautifully implemented. A curriculum may be beautifully planned and very rich in contents, but may lose its beauty and relevance if not carefully and effectively implemented. It has been said that in Nigeria, it is at the implementation stage that many excellent curriculum plans and educational policies are marred (Odey & Opoh, 2015). This is unarguable because of the hydra headed challenges that bedevil the implementation stage of curricula and educational policies. Some of such challenges may include inadequate funding, infrastructural facilities, human and material resources. Okoli and Osuafor (2008), in a study for instance, found that there is a dearth of trade subjects specialist teachers. Alabi (2014) observed that most private schools have no functional trade workshop for the implementation of the trade curricula, hence students are not exposed to regular workshop practice.

Tadesse and Meaza (2007) indentified the following challenges to the effective implementation of school-based curriculum: inadequate supervision, time mismatch with school calendar, lack of adequate financial and material support by the government and negative attitudes of teachers towards new curricula. Some of the challenges of curriculum implementation according to Mandukwini (2016), Ohaeri (2016) and Odey and Opoh (2015) include: shortage of qualified teachers, unavailability/inadequacy of equipment and materials for teaching and learning the subjects in Nigerian schools, lack of adequate training for the users (teachers) of the curriculum, lack of necessary support from stakeholders, e.g., the private sector, teachers and government, inadequate provision of funds, low level of sensitization and awareness of the relevance of the curriculum, lack of corresponding textbooks, lack of technical staff (e.g. laboratory attendants, studio aides to the teachers, farm supervisors and so on for trade subjects for instance), inadequate time allocation in school-time tables, unavailability/inadequacy of laboratory/workshops for practical work, lack of continuity in the tertiary institution and prohibitive cost of physical infrastructure, equipment and materials e.g. the high cost of setting up a fish pond, a photo studio, and other facilities and workshops needed for trade subjects.

Statement of Problem

As a result of the high rate of unemployment resulting to high economic crisis, social and security challenges in the country, the Nigerian Educational Research and Development Council (NERDC) developed 34 trade subjects. However, as laudable as this innovation is, there seems to be a deluge

of challenges plaguing its implementation in Kwali Area Council of the Federal Capital Territory. Kwali is one of the six Area Councils of Abuja. Others are Abuja Municipal Area Council, Bwari Area Council, Gwagwalada Area Council, Kuje Area Council and Abaji Area Council. The headquarters of Kwali Area Council is in the town of Kwali. The researchers found it very important to conduct this study so as to find out the nature of the challenges that may be besetting the effective implementation of these curricula in Kwali Area Council.

Purpose of Study

This study seeks to:

1. find out the perceived problems of entrepreneurship curricula implementation in Kwali Area Council
2. determine if teachers in urban and rural schools in Kwali differ in their perceptions on the problems of entrepreneurship curricula implementation.
3. Ascertain the availability of physical facilities and instructional materials for the implementation of entrepreneurship curricula in Kwali Area Council.

Research Questions

1. What are the perceived problems of entrepreneurship curricula implementation in Kwali Area Council?
2. Are physical facilities and instructional materials available for the implementation of entrepreneurship curricula in public schools within Kwali Area Council?

Hypothesis

HO1: There is no significant difference in the perceptions of urban and rural school teachers in Kwali on the problems of entrepreneurship curricula implementation.

Research Methodology

The research design for this study was the survey design. The adoption of this design was premised on the fact that this study sought to find out the perception of the sample on the challenges of effective implementation of entrepreneurship curricula in Kwali Area Council. Survey design is suitable for studies that bother on opinions and attitudes. The population for the study comprised all the principals and teachers of the trade subjects in the five public senior secondary schools in Kwali. The principals were five and the teachers were five as well. The same number of principals and teachers constituted the sample of the study because the number is small. The schools are located both in urban and rural areas of the Council. The instrument used to collect data from respondents was a structured questionnaire developed and validated by the researchers and two other experts: one expert in educational research and statistics and the other, an expert in entrepreneurship education. The questionnaire was titled: 'Challenges of Effective Implementation of Entrepreneurship Curricula Questionnaire' (CEIECQ).

The instrument has three sections, A, B and C. Section A was designed to seek information of the personal data of the respondents, Section B required the respondents to indicate their perceived problems of entrepreneurship curricula implementation in Kwali Area Council and Section C sought information on the availability of physical facilities and instructional materials for the implementation of entrepreneurship curricula in public schools within Kwali Area Council. Section B had two-point rating scales of Agree (A) and Disagree (D). Section C had two-point rating scales of Available (A) Not Available (NA). The administration and the retrieval of the questionnaire were done by the researchers. After the validation of the instrument used for this study, a clean copy was produced and then, the instrument was pilot tested to determine the reliability. Using Cronbach Alpha Statistics, a reliability index of 0.78 was obtained which indicated that the instrument was reliable. To answer two of the research questions raised, frequency and means statistical tools were used and a mean of 1.50 is taken as the cut -off- point. The interpretation of this is that items with means of 1.50 and above were accepted while those below the figure were rejected. 'Agree' and 'Available' were coded 2 while 'Disagree' and 'Not Available' were coded 1. For the hypothesis, t-test was used at 0.05 level of significance.

Presentation of Results

Research Question 1: What are the perceived problems of entrepreneurship curricula implementation in Kwali Area Council?

Table 1: Teachers' perceived problems of entrepreneurship curricula implementation

S/N	Items	Location	Mean	SD
1	Lack of adequate time to cover the curriculum	Urban	1.4	0.1
		Rural	1.3	1.0
2	Inadequate funding	Urban	2.0	0.2
		Rural	1.6	0.3
3	Teachers lack of interest on implementation process	Urban	1.2	1.2
		Rural	1.3	0.3
4	Teachers' poor understanding of the curriculum content	Urban	1.1	1.2
		Rural	1.0	1.1
5	Low level of sensitization and awareness	Rural	1.4	0.6
		Urban	1.0	0.5
6.	Lack of corresponding textbooks ,	Rural	1.9	1.2
		Urban	1.7	0.9
7.	Lack of technical staff (e.g. laboratory attendants, studio aides to the teachers, farm supervisors and so on)	Rural	1.6	1.3
		Urban	1.8	0.9
8.	Inadequate time allocation in school-time tables	Rural	1.2	0.8
		Urban	1.3	1.2
9.	Unavailability/inadequacy of laboratory/workshops for practical work	Rural	1.7	0.4
		Urban	1.8	0.5
10.	Prohibitive cost of physical infrastructure, equipment and materials	Rural	1.5	0.3
		Urban	1.6	0.6

From the result in Table 1 above, items 2, 6, 7, 9 and 10 have mean values that are above our benchmark mean (1.50). These items are thus accepted. What this implies is that a majority of both urban and rural teachers in Kwali Local Council perceived inadequate funding, lack of corresponding textbooks, lack of technical staff (e.g. laboratory attendants, studio aides to the teachers, farm supervisors and so on), unavailability/inadequacy of laboratory/workshops for practical work and prohibitive cost of physical infrastructure, equipment and materials as the major problems bedeviling the effective implementation of the trade curriculum in Kwali.

Research Question 2: Are physical facilities and instructional materials available for the implementation of entrepreneurship curricula in public schools within Kwali Area Council?

Table 2: Mean values of respondents' ratings of the availability of physical facilities and instructional materials for the implementation of entrepreneurship curricula

S/N	Item	School	Mean
1	Laboratory	Urban	1.0
		Rural	0.2
2	Workshop	Urban	0.1
		Rural	1.1
3	Studio	Urban	1.1
		Rural	1.0
4	Kitchen	Urban	0.7
		Rural	0.5
5	Poultry	Urban	0.1
		Rural	1.1
6	Field	Urban	1.2
		Rural	1.1
7	Farm	Urban	1.6
		Rural	1.7
8	Textbooks	Urban	0.6
		Rural	0.8
9	Website	Urban	0.1
		Rural	0.5
10	Modules	Urban	0.4
		Rural	0.6
11	Software	Urban	0.2
		Rural	0.6
12	Visual Aide	Urban	0.4
		Rural	1.0
13	Audio Aide	Urban	1.2
		Rural	0.3
14	CD	Urban	0.4
		Rural	0.5
15	Social Media	Urban	1.6
		Rural	1.9
16	Dye & Chem.	Urban	1.5
		Rural	0.3
17	Farm tool	Urban	1.5
		Rural	1.9
18	Poultry feed	Urban	0.1
		Rural	0.6
19	Electrical cables	Urban	1.2
		Rural	0.3

Table 2 reveals that of all the instructional materials and facilities recommended in entrepreneurship curriculum for the implementation of the programme, it is only social media, farm and farm tools that were available. Instructional materials and facilities like laboratory, workshop, field, electric cable, textbooks, website, modules, software, CD and so on were not available.

Hypothesis: There is no significant difference in the perceptions of urban and rural school teachers in Kwali on the problems of entrepreneurship curricula implementation.

Table 3: T-test Result of the perceptions of urban and rural school teachers on the problems of entrepreneurship curricula implementation.

Location	N	Mean	SD	T	df	Sig.(2-tailed)
Urban	5	1.5	0.9			0.76
Rural	5	1.9	0.2	1.12	8	

Table 3 shows a calculated t value of 1.12 and a P value of .76. Testing at an alpha level of .05, the P value is greater than the alpha level (i.e. $P=.76>.05$). Therefore, the null hypothesis is accepted. Consequently, it is concluded that there is no significant difference in the perceptions of urban and rural school teachers in Kwali on the problems of entrepreneurship curricula implementation.

Discussion of Findings

The result of research question one revealed that that a majority of both urban and rural teachers in Kwali Local Council perceived inadequate funding, lack of corresponding textbooks, lack of technical staff (e.g. laboratory attendants, studio aides to the teachers, farm supervisors and so on), unavailability/inadequacy of laboratory/workshops for practical work and prohibitive cost of physical infrastructure, equipment and materials as the major problems bedeviling the effective implementation of the trade curriculum in Kwali. This agreed with Tadesse and Meaza (2007), Mandukwini (2016), Ohaeri (2016) and Odey et al (2015) that pointed at unavailability of equipment and materials for teaching as problems of curriculum implementation.

Findings of the study further revealed that of all the instructional materials and facilities recommended in entrepreneurship curriculum for the implementation of the programme, it is only social media, farm and farm tools that were available. Instructional materials and facilities like laboratory, workshop, field, electric cable, textbooks, website, modules, software, CD and so on were not available. The finding tallies with the submission of Alabi (2014) that most schools have no functional trade workshops hence students are not exposed to regular workshop practice.

The study found no significant difference in the perceptions of urban and rural school teachers in Kwali on the problems of entrepreneurship curricula implementation. This implies that teachers from both urban and rural schools jointly in agreement that the identified problems exist in urban and rural schools. These problems transcend location of schools. This corresponds with the finding of Aboderin & Omodara (2015) who found gross unavailability of computer resources and other instructional materials for the implementation of data processing curriculum in rural and urban public secondary schools in Akoko South West Local Government Area of Ondo State. Data processing curriculum is one of the 34 trade/entrepreneurship subjects.

Conclusion

Curriculum implementation is a very important stage of the curriculum process. Hence, it is a determining factor in the success or failure of any programme. It is substratum of the school system. It is therefore very unfortunate that the laudable idea and initiative that birthed the entrepreneurship curricula are currently up against brick walls due to poor implementation of the curriculum as a result of the absence of the required learning materials and facilities in Kwali Area Council. The findings of this study are very disturbing to the authors of this paper considering the fact that Kwali Area Council is in the Federal Capital Territory. Abuja. If the situation is like this in schools that are very close to the seat of power, what about schools that are in very remote and hinterlands of Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. There is need for mass production of relevant textbooks on entrepreneurship subjects for the use of both teachers and students.
2. Instructional materials and physical facilities for trade subjects should be made available in schools.
3. Government should increase funding because of the capital intensive nature of implementing trade and entrepreneurial curricula.
4. There should be effective monitoring of implementation of the programme in rural and urban schools.

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