

Impact of Teaching Entrepreneurship on the Employability of Secondary School Graduates in Sokoto South, Sokoto State, Nigeria

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Abstract: - The study investigated the impact of teaching entrepreneurship on the employability of secondary school graduates in Sokoto south, Sokoto state, Nigeria. The study covered 5 schools in Sokoto south local government. A cross sectional survey was used in order together information from various respondents from the five secondary schools in Sokoto south local government, Sokoto state, Nigeria. The population of study comprised of the Principals, Teachers, Parents and Student. The study was conducted using a descriptive research design because the researcher intended to collect data from various persons in 5 schools in Sokoto south local government. A sample size of 81 was used in the study. They comprised of 5 Principals, 10 teachers, 6 parents and 60 students from the selected secondary schools in Sokoto south local government. Purposive sampling and simple random sampling techniques were used for selecting the respondent's. The findings indicated that the teachers in secondary schools in Sokoto south local government have impact of implementation of teaching entrepreneurship education, How the achievement of teaching of entrepreneurship impact on secondary schools students, Challenges facing teaching entrepreneurship education in secondary schools in Sokoto south local government. The research recommended that government and schools administrators should provide various teaching aids to schools to improve teaching and learning process in secondary schools in Sokoto south local government. The challenges faced are big numbers of students, inadequate teaching materials, unqualified teachers, lack of teaching method for teaching entrepreneurship education schools in Sokoto south local government. Finally the interventions identified are the need for the government and schools administrators to provide teaching aids to the secondary schools in Sokoto south local government. The conclusions arrived at the government that is Federal ministry of education and State ministry of education should provide teaching aids like instructional materials, textbooks and other facilities in order to improve the standard of teaching entrepreneurship education in secondary schools in Sokoto south local government Sokoto state Nigeria.

Keywords: entrepreneurship, employability, school administrators, and instructional materials

I. INTRODUCTION

Background of the Study

The impact of teaching entrepreneurship in Secondary schools in Sokoto south Local Government has been the concern by the over the past years. The entrepreneurship Education is the education should encompass both academic knowledge and practical skill to prepare young people for responsible citizenship and the world work. Fostering entrepreneurship attitudes and skills secondary schools raises awareness of career opportunities, as well as of ways young people contribute to the development and prosperity of their communities. It helps reduce youth unemployment and poverty.

The Government participate in Sokoto South Local Government has brought about the enrollment balloon, education for boys and girls, increase construction of works school center, center for continue education and supply of facilities. The Government has increase construction of school for entrepreneurship education and narrowing in entrepreneurship education gap (M.O.E, 2007).

As the result of Government has become part and parcel of providing entrepreneurship education for all and to all students with dis-ability (John, 1999). Conversely the challenges of bringing everybody in the society on evident some members of the society kept a loaf and have been un-co-operative in as far as encouraging their children to joint schools. According to Horo (2009) the government introduces entrepreneurship education in secondary schools in Nigeria in order to have skills of being a self-reliance student after the schools. He emphasize that the Nigerian government introduce entrepreneurship education in 2001 in which the schools can makes some certain skills to the student.

Statement of the Problem

In order government to achieve self-reliance among the youth, entrepreneurship education was introduced in 2001 in Sokoto south, Sokoto state Nigeria as a tool for achieving it. Government equally used other policies like provision of

scholastic materials such as workshops, laboratories, teaching aids, curriculum etc. through Ministry of youth and Ministry of Science and Technical Education for successful implementation providing materials and financial support while the society have only send their ward to the schools (Umar, 1994).

However the problem associated to the teaching entrepreneurship education in secondary schools in Sokoto south local government its associated with the enough instructional materials, qualified teachers to teach entrepreneurship in schools, laboratory, and even the curriculum of the studies entrepreneurship in the schools. According to Zarumi (2009) entrepreneurship was a system of education that was introduced in Nigerian curriculum in 2001 in order to makes the Nigerian students in secondary schools to become self-reliance in after they finish their schools.

It is in view of this that the researchers are interested in findings out the impact of teaching entrepreneurship on the employability of secondary school graduates in Sokoto South, Sokoto State, Nigeria.

Objectives of the Study

The research was guided by the following objectives:

- i. To review the entrepreneurship content taught to secondary school students in Sokoto south local government.
- ii. To establish how the secondary school entrepreneurship content is related to the needs of the labour market in Sokoto south local government.
- iii. To analyze the perception of students towards the subject of entrepreneurship in Sokoto south local government.
- iv. To examine the impact of entrepreneurship education on the employability of secondary school graduates in Sokoto south local government.
- v. To assess the challenges faced while teaching entrepreneurship education in secondary schools Sokoto south local government.

Research Questions

The research was guided by the following questions:

- i. How does the teacher review entrepreneurship education in secondary schools in Sokoto south local government?
- ii. What are the achievements of teaching entrepreneurship in Sokoto south secondary school?
- iii. What are the outcomes of teaching entrepreneurship education implementation in secondary schools in Sokoto south local government?
- iv. What are the challenges facing teaching entrepreneurship education in secondary schools in Sokoto south local government?

II. METHODOLOGY

Research Design

The research used descriptive research design. Nwana (1981), refers to descriptive research as the best method which includes the use of questionnaire or interviews in the collection of data. The researchers used questionnaire to obtain information needed for this study. To identify the strength of the responses to various questions, percentage would be calculated and all the data obtained would be analyzed. It was hoped that the design enable the researcher to bring out valid and reliable information about the study.

Population of the Study

This study is carried out in Secondary Schools of Sokoto State Nigeria, the secondary schools selected for the study includes Nana Girls Secondary Schools, Government Secondary School, Tudun Wada, Government Secondary School, Minanata, Government Secondary School, Gagi, and Sultan Bello Secondary Schools, Sokoto.

Sample Size

The population sample includes 60 students, 10 teachers, 5 Principals, and 6 parent, total to 81 respondents from the five selected schools.

Sampling Techniques

Pupils, teachers and parent were randomly selected, this was because this method gave each person equal chance to participate in the study. The principles where automatically selected because they were the first people to meet the researcher and they are the ones where gave the researcher direction.

The technique used in selecting schools and respondents was random sampling, because this also gave equal chance for every school to participate in the study.

Research Instrument

The research instruments used is data collection were questionnaires for the students, teachers and Principals because they knew how to read and write.

Questionnaires

Questionnaire used for students were closed ended and open ended for teachers and Principals. Interviews were used for parents especially those who did not know how to read and write.

Records of schools enrolment, senior secondary registration list and examination result were used.

Interviews

An interview guide will be use for conducting interviews on 81 respondents who will be Principals, teachers, student and parents. This method will enable the researcher to collect information about the impact of teaching entrepreneurship

education. Interviewing was used because it was flexible and easy to carry out. Respondents gave their views in a free environment.

III. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENT

Validity of the Research

According to Galadima (2009) validity it means the degree to which the measuring instruments used in the data collection actually serve the purpose intended. In order to ensure content validity, the data collection instruments will be constructed in such a way that they had adequate number of items, and each item or question has a link with the objectives of the study and covered a full range of issues being measured.

Reliability of instrument

According to Galadima (2009), the reliability of any test is said to be concerned with the consistency of the instrument. The instrument adopted for this research will be observed by cross checking with experts and confirmed to be worthy enough to seek for information. The researcher also adopted will use cross checking by an expert and confirmed to be worthy enough to seek for information. The researcher also adopted a test and re-test of the instrument, and a meaningful reliability index was reached.

Data Analysis

The method to be adopted in this research will be based on statistical table by distributing the respondents to their answers from surveyed for the purposed of the analysis simple statistical tools will be used in most cases, frequency in tabular form and percentage used. This is necessary because the data obtained are qualitative and fixed.

Qualitative data from school administrators, teachers, parents and students will be analyzed through content and narrative analysis. This will involve transcribing the recorded data. The authenticity of the information by respondents will be using information obtained of the information good from observation and documentary review sources.

The researcher will use statistics such as frequency, percentage to tabulate and analyze data collected from the field. Data was then presented in tables and there after analyzed, interpreted and the discussed.

IV. DATA PRESENTATION ANALYSIS AND INTERPRETATION

Introduction

This chapter presents data that was collected and analyzed. The presentation is based on three question focus on how does the teacher review entrepreneurship education in secondary schools in Sokoto south local government, What are the achievements of teaching entrepreneurship in Sokoto south secondary school, What are the challenges facing teaching

entrepreneurship education in secondary schools in Sokoto south local government?

Presentations of data according to research question

Research Question One

How does the teacher review entrepreneurship education in secondary schools in Sokoto south local government?

This research question was investigated by use of questionnaire distributed to 81 respondents 5 principals, 10 teachers, 60 Student and 6 parents. The questionnaire was the main instrument of data collection. The questions was rated on 5 scale of; 1- Strongly agree, 2- Agree, 3- Strongly disagree, 4-Disagree, 5- Undecided. Interviewing provided supplementary information. They responded as indicated in table 4.1 below.

Table 4.1 impact of implementation of teaching entrepreneurship education

Statement	Percentage				
	1	2	3	4	5
1. What are Impact of implementation of teaching entrepreneurship education on youth self reliance	8	14	42	31	2
2. The teachers demonstrate while teaching entrepreneurship education.	13	15	47	21	4
3. The teachers of entrepreneurship education encourage learners to ask questions.	13	15	47	21	4
4. Teachers use teaching aids for teaching entrepreneurship education in secondary schools.	12	17	38	31	2
5. Discussion and demonstrations are used in the teaching of entrepreneurship education.	13	17	47	21	2

Source: primary Data(2019)

Impact of implementation of teaching entrepreneurship education

Through a questionnaire respondents were asked whether there is impact of teaching entrepreneurship education. According to the findings, (22%) agreed that teachers has impact of teaching entrepreneurship education (86%) disagree on the issue, it was noted that (2%) of the respondents were undecided. Basing on their views, the research found that the most of the teachers has impact of teaching entrepreneurship education in secondary schools in Sokoto south local government. The research established that the teachers were not well equipped with the necessary skills for the teaching of entrepreneurship education in secondary schools in Sokoto south local government.

Methodology in class

On the statement whether the teachers demonstrated while teaching entrepreneurship education or not, (28%) of the respondents agreed, while (68%) disagreed. It was noted that (4%) of the respondent were undecided. This therefore showed that the teachers did not rely on demonstration while teaching in the secondary schools in Sokoto metropolis. Thus

teaching without proper demonstration could have denied the learners chance to internalize the concepts the teachers taught. Lack of demonstration also showed the teachers lack of competence.

Furthermore, discussion and demonstration method seemed to be used in the teaching of entrepreneurship education in few schools. This was showed by (25%) of the respondents who agreed while (75%) disagreed on their use. Therefore the research showed that teachers did not fully use discussion and demonstration methods while teaching entrepreneurship education in some schools in Sokoto metropolis. It was only used by a few teachers in some schools. There was therefore need to sensitize all teachers to make their teaching practical.

Teachers allow learners to ask questions

One of the principles of teaching is encouraging learners to ask questions after the lesson .With regard to this the research found that the teachers of entrepreneurship education did not encouraged learners to ask question during the teaching and learning process. This was revealed by (68%) of the respondents who indicated that this was not emphasized during the teaching and learning process as opposed to only (28%) who agreed. Basing on the views given the research found that there was need for teachers to improve their competences of guiding the teaching and learning process so as to give the learners chance to improve and also build their curiosity.

Teaching materials

The required materials were viewed as r teaching aids. These were very important in the teaching and learning process. Respondents gave new to the impact that (29%) showed that the schools did not have the required materials for teaching. It was noted that only (69%) agreed on the issued, while (2%) of the respondent where undecided, this implied that some schools did not have the necessary materials; such responses showed that the government together with the Ministry of education needed to supply the schools with the necessary teaching materials. This would make teaching more competent in the teaching and learning process in the schools in Sokoto south local government.

Research Question Two

What are the achievements of teaching entrepreneurship in Sokoto south secondary school?

This research question was investigated by use of questionnaire distributed to 81 respondents 5 principals, 10 teachers, 60 Student and 6 parents. The questionnaire was the main instrument of data collection. The question was rated on 5 scale of; 1-Strongly agree, 2-Agree, 3-Strongly disagree, 4-Disagree, 5- Undecided. They responded as indicated in table 4.2 below.

Table 4.2 How the achievement of teaching of entrepreneurship impact on secondary schools students

Statement	Percentage				
	1	2	3	4	5
1. Does the Student attending entrepreneurship education lesson.	13	20	44	16	7
2. There are enough illustrated texts for teaching entrepreneurship education in the schools.	8	11	41	27	13
3. The school lacks the required materials such as text book and teaching aids to facilitate the teaching entrepreneurship education.	19	20	35	15	11
4. Teachers display mastery of entrepreneurship education and learners enjoy learning in the class.	22	10	36	32	0
5. The teachers lack instructional materials for teaching entrepreneurship education.	19	19	33	23	6
6. The schools do not have enough text books and teaching entrepreneurship education materials.	8	11	41	27	13
7. There are insufficient materials to make teacher teach entrepreneurship education effectively.	11	13	42	34	0

Source: primary Data (2019)

Students attending entrepreneurship education

The research shows that students are not attending entrepreneurship education lessons in the class room this was found to exist in some schools as showed by (33%) of the respondents. However majority view of (60%) disagreed and this implied that most schools students did not attend enterpreurship education in secondary schools in Sokoto south local government. In some schools students are not attending entrepreneurship education in secondary schools in Sokoto south local government.

Illustrated texts

Respondent asked a question whether there are enough illustrated texts for teaching entrepreneurship education in the schools. The findings showed that (19%) of the respondent agreed while (68%) disagreed on the issued, while (13%) of the respondent were undecided on the issued. Judging from the respondent's news, it showed that the schools had illustrated texts for teaching. Therefore the problem could have been in the teachers' lack of competence and not in the inadequacy of illustrated texts needed for teaching. This probably indicated that they needed more training. This was confirmed by the (68%) of the respondents who said that the teachers of entrepreneurship education needed training so as to develop competence and mastery of the subject.

Teaching materials

The required materials were viewed as textbooks, and other teaching aids. These were very important in the teaching and learning process. Respondents gave new to the effect that (50%) showed that the schools did not have the required materials for teaching. It was noted that only (39%) agreed on the issued, while (11%) of the respondent were undecided

implied that some schools did not have the necessary materials; such responses showed that the government together with the Ministry of education needed to supply the schools with the necessary teaching materials. This would make teaching more competent in the teaching and learning process in the schools in Sokoto south local government.

Judging from the responses, the research revealed that the schools did not have enough instructional materials and this could be reason for the poor teaching of entrepreneurship education in the secondary schools. This is because instructional materials played a very important role in the teaching process. Their absence made the teaching process difficult; this equally made teachers incompetent in teaching entrepreneurship education in secondary schools in Sokoto south local government.

Teachers mastery of teaching entrepreneurship education

A largest number of the teaching force was found to be inadequate in as far as the display and mastery of entrepreneurship education was concerned. This could have been reason for the learners' failure to enjoy the learning in class. According respondents (32%) agreed that the teachers had some level of content mastery while (68%) disagreed. The result revealed that since the teachers' level of competence was doubtful it was likely to affect what they imparted to the learners. Therefore the need for strategic programs to be initiated focusing on helping teachers upgrade their competencies.

Teachers use of instructional materials

The teachers use of instructional materials was found to exist in some schools as showed by (38%) of the respondents. However majority view of (56%) disagreed on the issued while (6%) of the respondents were undecided and this implied that most schools did not have enough materials for teaching and as well making the teachers effective in the teaching and learning process. In some schools teachers did not use the necessary teaching materials. This showed that the teaching of students was not focused on the use of instructional materials.

Research Question Three

What are the challenges facing teaching entrepreneurship education in secondary schools in Sokoto south local government

This research question was investigated by use of questionnaire distributed to 81 respondents 5 principals, 10 teachers, 60 Student and 6 parents. The questionnaire was the main instrument of data collection. The questions was rated on 5 scale of; 1- Strongly agree, 2- Agree, 3- Strongly disagree, 4-Disagree, 5- Undecided.

Table 4.3 Challenges in teaching entrepreneurship education

Statement	Percentage				
	1	2	3	4	5
1. The teachers are using enough instructional materials while teaching entrepreneurship education.	12	19	46	23	0
2. The school administrators do not attend to areas where teachers need assistance for better teaching and improved performance in entrepreneurship education.	23	29	21	22	5
3. The students undisciplined during entrepreneurship education lesson.	14	19	34	24	9

Source: primary Data(2013)

Teachers use enough instructional materials

The research found that teachers are not using enough instructional materials while teaching entrepreneurship education. According to the responses (65%) showed that disagreed although (31%) said the contrary. They believed that teachers are not using instructional materials during the teaching process. The findings revealed since learners were an integral part of the teaching process, it was the duty of the teacher to use instructional materials. The teachers' role was to help them learn. These findings revealed that the teachers' are not using instructional materials during teaching and learning process in secondary schools in Sokoto south local government.

School administrators

The research found that school administrators were not attending to the areas where teachers needed assistance for better teaching and improved performance in entrepreneurship education. According to response rate (52%) agreed on the above view although (42%) disagreed. This showed that there was need for the school administrators to be focused on the teachers needs so as to make the teaching process meaningful and thus enhancing their competence.

Student undisciplined

The students discipline was find to be a factor in the teaching and learning process. This was revealed by (32%) of the response rate that indicated in agreement. However, (58%) disagreed over the fact that the students' indiscipline was a factor in determining how teachers managed their classes. They argued that although indiscipline was a factor, the management of class control depended on the teacher himself

V. CONCLUSIONS

In relation to the above research question, the research concludes the teachers in secondary schools in Sokoto south do not review entrepreneurship education during the teaching and learning process. The use methods like of audio visual teaching aids for facilitating the teaching and learning process, play imitating, chanting, singing, dancing, modeling, dramatizing, watching projected pictures, visiting, matching, arranging and going on excursion are not used in the teaching process. Further, the teachers do not use practical tasks,

reading and dramatization. The teachers seemed not to understand the methodology of teaching Entrepreneurship education and their effect was doubtful.

In relation to the second research question, the research concludes that the schools do not have the required instructional materials in most of the secondary schools in Sokoto south local government. This has made the Entrepreneurship education teachers to teach ineffectively. The teachers do not did effectively use instructional materials and other teaching aids during Entrepreneurship education lessons in the classes.

The research concludes the discipline off students interferes with the teaching process are the main challenging facing teaching Entrepreneurship education in secondary schools in Sokoto south local government.

Recommendations

Basing on the findings of the research and the conclusions drop, the research has come up with the following recommendations;

Recommendations on research question one

How does the teacher review entrepreneurship education in secondary schools in Sokoto south local government?

In relation to the above research question, the research recommends that

1. There is need to train and develop the teacher's skills and competencies so that they can effectively use and teach such skills in the teaching of Entrepreneurship education in the secondary schools in Sokoto south local government.
2. The skills to be imparted should focus on a wide range of coverage focused on methods like the use of use audio visual teaching aids for facilitating the teaching and learning process, watching projected pictures, visiting, matching, arranging and going on excursion are not used in the teaching process.

3. The government, ministry of education and other stake holders in education should focus on providing the schools with the necessary teaching materials. If this is done, it will make the teaching of Entrepreneurship education effective.
4. The government and school administrators should provide enough teaching aids so that the student can get enough skills in the teaching Entrepreneurship education in secondary schools in Sokoto south local government.

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