

DEVELOPING ENTREPRENEURSHIP SKILLS IN SENIOR SECONDARY SCHOOL STUDENTS: VERITABLE TOOLS FOR COMMUNITY DEVELOPMENT IN KANO METROPOLIS, NIGERIA


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Received: 11th July, 2020; Revised: 25th July, 2020; Accepted 07th August, 2020

ABSTRACT

Purpose: The study examined the effectiveness of entrepreneurship education in developing entrepreneurial skills in Senior Secondary School students for community development in Kano Metropolis, Nigeria.

Methodology: The study adopted a descriptive survey design. The population was made up of teachers in all the public secondary schools in Kano Metropolis Area of Kano State. The samples consisted of 346 teachers randomly selected from public senior secondary schools in Kano metropolis. A twenty items structured questionnaire titled "Developing Entrepreneurship Skills in Secondary School Students for Community Development Questionnaire (DESSSSCDQ)" was used for data collection. Its validity and reliability were established using Cronbach's alpha method and the value obtained was 0.82. The data

collected were analyzed using Mean (\bar{x}), standard deviation (SD) and t-test statistical tools.

Results: The results indicated that most teachers strongly opined that Entrepreneurship Education was effective in developing entrepreneurial skills in Senior Secondary School students for community development. Dearth of qualified entrepreneurship teachers, instructional facilities, inadequate funding were some of the challenges facing the effective teaching of entrepreneurship education in senior secondary schools. The result also showed no significant difference in the mean opinions of male and female Senior Secondary School Teachers on the role of Entrepreneurship Education for community development ($t(344) = 0.612, P = 0.584 > 0.05$).

Recommendations/Classroom Implications: It was recommended among others that facilities needed to teach Entrepreneurship Education should be made available in schools so as to ensure that needed skills will be acquired for sustainable community development.

Keywords: Community Development, entrepreneurship education, entrepreneurial skills, secondary schools students



Cite paper as:

Mugaje, H. M., Yakassai, F. S., & Muhammad, Y. U. (2020). Developing entrepreneurship skills in senior secondary school students: Veritable tools for community development in Kano metropolis, Nigeria. *Journal of Educational Research in Developing Areas*, 1 (1), 6-19.
<https://doi.org/10.47434/JEREDA.1.1.2020.06>



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PUBLIC INTEREST STATEMENT

Nigeria as a nation is presently faced with series of problems ranging from high rate of poverty, youth unemployment, low economic growth and economic development among others. It has been observed that Entrepreneurship Education is very important in order to achieve a sustainable community development. Against this backdrop, the paper tried to examine the effectiveness of entrepreneurship education in developing entrepreneurial skills in Senior Secondary School students for community development. The importance of this study, therefore, is to fill the gap in research and thereby extend the limits of inquiry which could create scholarly interest for more focused studies in future.

INTRODUCTION

Education is recognized as the foundation stone of individual, community and national development. It has been seen as a powerful instrument for human development, leading to higher productivity and standard of living. Education has become the primary concern of successive governments in Nigeria, as an important tool for community development. This is because the development of any nation or society is largely depending upon such a nation's educational efficiency. Like any other developing countries, Nigeria is very receptive to the need to provide its teeming population with vocational and technical education in order to equip them with requisite employable skills (Alabi, 2014). Modern societies' complexities demand a type of education which can equip individuals with knowledge and skills that can make them highly functional in society. Nigeria's desire to achieve its national goals through education was demonstrated by the Federal Republic of Nigeria (2013); hence the need for acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live and also contribute to the development of the society.

Education, particularly entrepreneurship education, has become a critical factor in any meaningful development (Pauline & Ekpenyong, 2015). It is therefore in the context of the development of entrepreneurship skills that the Federal Republic of Nigeria (2013) calls for functional education that would be relevant, practical and that would facilitate the acquisition of appropriate skills and development of competencies as equipment for individuals to live in and contribute to the development of society. As revealed by Akhuenonkhan, Raimi and Sofoluwe (2013), entrepreneurship education has continued to feature as a captivating theme in local summits and international

conferences due to its potential as a tool to alleviate unemployment and other socio-economic challenges that sustainable development across the globe. Inclusion of entrepreneurship education in the curriculum of schools started as far back as 1947 in the United States of America, unlike Nigeria where it is a recent development dating back to 2006 (Yahya, 2011; Gabadeen & Raimi, 2012). Nigeria introduced entrepreneurship education in schools to speed up economic growth and development. This is reflected in Nigeria's national education policy which states that education is the most important tool to propel change, as no fundamental change can occur in any society except through educational revolution that affect the intellects (Federal Republic of Nigeria, 2013). Entrepreneurship education is not a new phenomenon in Nigeria's annals; it has always been an age-old tradition, culture and habit that have consistently shifted from one generation to another within the diverse ethnic groups that make up Nigeria. Entrepreneurship is prevalent in Yorubaland in western Nigeria, in Hausaland in northern Nigeria and among Igbo people of eastern Nigeria (Akhuenonkhan, Raimi & Sofoluwe, 2013).

The Federal Republic of Nigeria (2013) stated that secondary education is "the education received after primary and before the tertiary education". It also stated that "the broad objective of secondary education is to prepare the individual for a useful life in society; and higher education". Today, unemployment has reached an embarrassing level and the loss of employment opportunities for young graduates has led to frustration, insecurity and uncertainty about the future. Graduate unemployment is a double loss for society, given the enormous amount of resources invested in their formal education and the consumption demands made on the economy by unemployed graduates (Aladekomo, cited in Yakasai, 2015).

Alarmed by the worsening unemployment trend in the country, the federal government, through the National Educational Research and Development Council (NERDC), has developed another broad school curriculum for secondary school students. The new curriculum was expected to be fully operational as of September 2011, more than 35 subjects in trade and entrepreneurship skills were also included in the new curriculum in a renewed government bid to promote entrepreneurship education among secondary school graduates that would equip them to effectively address the growing inflationary trend in society (Yakasai, 2015). These situations pose serious challenges to the existence of individuals, to the community and to national development. Thus, in order to save these situations, it is necessary to train young people who can function effectively in their society in which they live, in terms of self-employment and self-reliance, which only entrepreneurship education can provide.

Entrepreneurship Education means many things to many people. Emeraton (2008) described entrepreneurship education as the kind of education which deals with attitudes and skills that are necessary for an individual to respond to his or her environment in the process of preserving, starting and managing a business enterprise. According to Olarewaju, Folashade and Ademola (2013), entrepreneurship education is the process of training individual students to acquire one or more vocational and technical skills from secondary school level. They further argue that the skills they have acquired will help to create jobs, empowerment and reduce poverty among young people and solve social problems in society. The acquisition of knowledge, skills and attitudes enables learners to grasp the challenges of life in any form and to take decisive steps to realize new trends and opportunities for meeting these challenges in all aspects of human life. Entrepreneurship education is indeed a critical resource for lifelong learning (Akudolu, 2010).

According to Ojo, Abayomi and Odozi (2014), Entrepreneurship Education, is the teaching of knowledge and skills that

enables students to plan, start and run their own business. Alabi (2014) stated that entrepreneurship education will provide opportunities for students to have access to their attitudes, knowledge and skills in relation to those necessary for the development and management of businesses. In agreement with Alabi (2014), Ajeifo (2012) argued that entrepreneurship education aims to develop the necessary entrepreneurial skills, competencies, attitudes and dispositions that will predispose the individual to be a driving force in the management of a business. The overall aim of entrepreneurship education is therefore to develop expertise as an entrepreneur. It can be deduced from the foregoing definitions that entrepreneurship education is the type of education that equips the students with entrepreneurial skills, abilities and competencies which can help them become self-reliant citizens and live a successful life.

According to Alabi (2014), the introduction of the New Senior Secondary Curriculum in Nigeria's secondary school is a fresh initiative which, according to NERDC (2011), aims to ensure that graduates from secondary schools are, among other things, professionally trained in entrepreneurship skills and possess the relevant Information and Communication Technology (ICT) skills that will equip them to meet their needs. Therefore, any student, irrespective of his or her field of study, is expected to study 5 core subjects; English Language, General Mathematics, Civic Education, Computer Studies and 1 Trade/Entrepreneurship subjects out of 35, including: Auto body repair and spray painting; Auto electrical work; Auto mechanical work; Air-conditioning/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; Dyeing and Bleaching; Garment Making; Cosmetology; Keyboarding; Leather Goods Manufacturing and Repair; Animal Husbandry; Fisheries; Marketing; Photography; Tourism; GSM Maintenance and others. The objective is to ensure that the national policy objective of "*preparation for useful living within the society*" is achieved (Federal Republic of

Nigeria, 2013). It is intended for every Nigerian citizen to be prepared to break the unemployment gap by self-development as a path to a positive contribution to the development of the community of which he or she is a member.

Community development is basically a derivation of two main concepts: community and development. While described in a number of ways, community development implies mutually related development activities and situations. It aims to solve the problems of the community with a view to raising their standard of living and promoting social welfare and development (Sanders, cited in Omoruyi, 2001). UNESCO, quoted in Eleberi *et al* (2014), describes community development as an educational method by which the efforts of the people themselves are combined with those of the government authorities to improve the economic, social and cultural condition of the communities, to integrate these communities into the life of the nation and to make a full contribution to national development. In this definition, the focus is on what people can do. It recognizes that government requires alleviating the suffering of the people, but there should be concerted effort on the part of the people to identify their felt needs, to mobilize the human and material resources needed to satisfy them through education. Community development is a process designed to empower people in a targeted geographical area with knowledge, skills and motivation to improve their surroundings and their economic circumstances (Elebere, 2012).

Community development can also be seen as a process of social action in which the people of the community are organizing themselves for planning and action, identifying common problems and deciding how to solve the problems on their own or by any other external body, whether governmental or non-governmental agencies/organizations (Ife & Tesoriero, 2006). Community development focuses on building and improving individual skills in a specific area (e.g. literacy skills, communication skills, entrepreneurial skills, and so on), a programme that targets these directly may be more appropriate (Kenny, 2010).

Education is the basic building block of community development. Community development and entrepreneurship education have the greatest link between any of the other potential areas of change (Kenney, 2010). In addition, entrepreneurship education is often a key component of the Community Development Plan. The rate of educational attainment is typically used as an economic indicator to judge the effectiveness of development efforts (Thomas, 2004). In order for an entrepreneur to be able to set up and run a successful business enterprise, he/she must acquire entrepreneurship skills. Skills are natural or acquired capabilities in a specific activity. It is the ability to do something well (Jack, 2012). Thus, entrepreneurship skills are occupational survival skills. Entrepreneurship skills according to Jack (2012), involves the process of converting educational innovations on education into marketable products for commercial gains. Entrepreneurship skills arise when an individual develops a new venture, a new approach to an old business or an idea or a unique way of giving the market a product or service by using resources in a new way under risk conditions (Umar, 2006). Entrepreneurship skills help creates wealth, self-management and a rewarding career; it also adds value to the well-being of society. Okoli (2014) described entrepreneurship skills as business skills that one acquires to function effectively in a turbulent business environment as an independent or self-employed person in order to improve one's economic status and society as a whole.

Entrepreneurship skill is a carefully planned process that involves the development of entrepreneurial competencies. It is the acquisition of skills and ideas for the sake of creating employment for oneself and for others. These skills acquisitions include creative-based development. Personal empowerment and development is necessary for every individual and, most importantly, for the youths (Agommuoh & Akanwa, 2014). This personal empowerment of the individual will allows him to succeed in the enterprise. According to Osuala (2004), entrepreneurship skills education is an education in which a set of all the valuable skills needed by an

entrepreneur is learned to avoid trial and error. Entrepreneurship skills education equips the learner with decision-making skills, the acquisition of new ideas on how to raise and maintain conversations, and the establishment of business relationships. Qualitative skills that promote computing and record keeping are further acquired through such studies. Entrepreneurship skills education seeks to prepare people, especially young people, to be responsible, enterprising individuals who become entrepreneurial thinkers by immersing them in real life learning experiences where they can take risks, manage results, and learn from the outcomes. Transversal competences, such as creativity, sense of initiative and entrepreneurship, will help young people to develop their capacity to think creatively and innovative, to develop pro-activity, flexibility and autonomy, to manage a project and to achieve results. There is growing evidence of the positive effects of entrepreneurship skills preparation. Young people taking part in these programmes will develop more entrepreneurial attitudes, get a job early after finishing their studies and start more companies, creating more jobs and making a meaningful contribution to community development.

According to Osuagwu (cited in Hamisu, 2010), the skills required by an entrepreneur can be classified into three main areas:

- i. *Technical skills*: This includes such things as writing, listening, speaking, organizing, coaching, being a team player and technical know-how.
- ii. *Business management skills*: This involves skills in areas related to the start-up, development and management of an enterprise.
- iii. *Personal entrepreneurial skills*: This skill distinguishes an entrepreneur from a manager. The skills involved here are internal control (discipline), risk-taking, creativity, change-oriented, commitment, and imaginative leadership, among others.

Kuranko cited in Yakasai (2015) described the basic skills to be part of the senior secondary school Entrepreneurship Education Programme as barbing,

photographing, video recording, typing, decorating, weaving, aluminum windows and doors, electronic engineering, GSM repair, tailoring, fishing, poultry and farming. The authors argued that the skills required during or after secondary school would support job creation and youth employment and accelerate the long-term education process in Nigeria, thereby enhancing sustainable community development. Uka (2015) identified entrepreneurship education as the inculcation of basic skills and attitudes for individual and societal development. He also noted that the habits of entrepreneurship encourage self-employment, jobs creation, thereby making a significant contribution to the national economic development of any country. Olukundun *et al* (2014) identified the importance of entrepreneurship education to the socio-economic transformation of any society/community as (1) a source of employment or job creation for young people; (2) a method of economic diversification; (3) a source of capital investment; (4) a diversification of technical and vocational jobs; (5) entrepreneurship education helps to create effective employment for young people; (6) supports the promotion of entrepreneurial culture and development. Thus, secondary school curricula are made relevant to the needs of society. The authors also identified the short-term skills that could be incorporated into the secondary school curriculum to include barbing, hairdressing, tailoring, soap making, bead making, GSM repairs, photographing, etc. Development of entrepreneurship could lead to a sustainable economy with more employers than employees thereby having a cream of capable men and women who will positively influence the national economy and who could participate in the community development process (Umar, 2006; Emaikwu, 2011).

From the explanations given above, it can be concluded that the benefit of entrepreneurship at secondary school level would reduce youth unemployment and social unrest. Youth employment will also reduce the level of poverty and social crimes in society. Therefore, if social crimes are reduced, secondary school certificates in Nigeria will be highly respected at both

national and international level and entrepreneurship education will be the focus and the veritable means for sustainable community development in Nigeria. The underlying philosophy that drives community development efforts thus encompasses a number of disciplines, such as entrepreneurship education. Based on this premise, the study examined the development of entrepreneurship skills in senior secondary school students as veritable tools for community development in Kano Metropolis, Nigeria.

STATEMENT OF THE PROBLEM

Nigeria currently faces a myriad of problems including youth and graduate unemployment, high poverty rates, conflict and disease, insecurity, corruption, over-dependence on foreign goods, low economic growth and development, lack of capacity and skills needed to move the economy forward and urbanization (Uka, 2015). This state affair is related to the economic crisis Nigeria has been rocking in recent years (Pauline & Ekpenyong, 2015). Obisesun (2010) reports that the World Bank's recent research shows that 80 percent of Nigerian secondary school leavers do not have the required skills to take up jobs. Entrepreneurship is aimed at the overall training of individuals and equips them with desirable skills, knowledge and values to perform specific functions so as to become self-reliant for useful living. To benefit from this laudable programme, students are trained to acquire skills that would aid job creation, youth empowerment and alleviate poverty among youths and solve the social problems in the society. But a clear observation by these researchers is that many graduates from Nigerian Secondary Schools are unemployed and cannot employ themselves. They are sitting idle (jobless) because they lack the requisite knowledge and skills for job creation despite the secondary education they received. In view of the above, this study set out to examine the effectiveness of entrepreneurship education in developing entrepreneurial skills in senior secondary school students for community development in Kano Metropolis.

PURPOSE OF THE STUDY

The purpose of this study includes the following to:

- i. examine the effectiveness of entrepreneurship education in developing entrepreneurial skills in secondary school students;
- ii. find out the teachers' opinions on the role of entrepreneurship education in community development; and
- iii. find out the challenges facing effective teaching of entrepreneurship education in secondary schools.

RESEARCH QUESTIONS

The following research questions were raised to guide the study:

1. What is the level of effectiveness of the entrepreneurship education in developing entrepreneurial skills in secondary school students?
2. What are the teachers' opinions on the roles of entrepreneurship education in community development?
3. What are the challenges facing effective teaching of entrepreneurship education in secondary school?

HYPOTHESES

The following null hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant mean difference in the opinions of male and female secondary school teachers on the role of entrepreneurship education in community development.

METHODOLOGY

Research Design

The research design was based on a descriptive survey design since the opinions of respondents were sought.

Population and Sample

The population is made up of teachers in all the public secondary schools in Kano Metropolis Area of Kano State. The population of teachers in the schools is 3,793 out of which 2,098 are males and 1,695 are females (Kano State Secondary Schools Management Board, KSSSMB, 2019). The sample size of the study consisted of 12 schools, with a total of 346 teachers representing the entire population.

The sample was estimated using Research Advisor's Table (2006). A multi-stage sampling method was employed, in which stratified sampling technique was used to select three (3) Educational Zones of Kano state, while purposive sampling technique was used to select twelve (12) schools that offer Entrepreneurship Education and lastly simple random sampling was used to select teachers from the selected schools.

Instruments for Data Collection

The instrument used for data collection was a researcher-developed questionnaire based on a modified Likert scale type of 4 point options of SA = Strongly Agree (4), A = Agree (3), D = Disagree (2) and SD = Strongly Disagree (1). The questionnaire was made up of four sections A to D. Section A sought information of the demographic data of the participants; section B sought information on the effectiveness of Entrepreneurship Education in developing entrepreneurial skills in secondary school students; section C sought participants opinions on the roles of Entrepreneurship Education for community development while section D sought respondents' opinion on the challenges facing effective teaching of Entrepreneurship Education in secondary schools. The instrument was validated by three (3) experts in Tests and Measurement from Bayero University, Kano, Nigeria. A pilot study was done for twenty (20) teachers not in used for the

study and a reliability coefficient value of 0.82 was obtained through the use of Cronbach's alpha method.

Procedure for Data Collection

For the administration of the questionnaire the researchers and two research assistants visited the respondents. A total of 360 copies of questionnaires were administered to the teachers in the selected schools. Out of which 346 were properly filled and retrieved, representing ninety eight Percent (98.8%) of the total respondents.

Methods of Data Analysis

Data collected was analyzed using descriptive statistics for the research questions while the hypothesis was tested using independent sample t-test statistics. Mean scores were used in answering the research questions. Since the 4-point rating scale was used for the instruments, the decision rule was based on the midpoint for the scales, which is 2.5. Therefore, only mean scores of 2.50 and above were accepted as indications of agree while mean scores below 2.50 was regarded as disagree.

RESULTS

Research Question 1: What is the level of effectiveness of the entrepreneurship education in developing entrepreneurial skills in secondary school students?

Table 1: Mean and Standard Deviation scores of Respondents' Opinion on Entrepreneurship Education

S/N	Items/Statements	SA	A	DA	SD	Mean	STD	Remarks
1.	Entrepreneurship Education in Secondary School provides specific skills needed for youth empowerment in Nigeria.	218	105	17	6	3.55	.672	Accepted
2.	Entrepreneurship Education providing the Secondary School students with training that enable them to be creative and innovative in identifying business opportunities at early age.	198	101	35	12	3.40	.808	Accepted
3.	Entrepreneurship Education offer functional skills for the learners that enable them to be self-employed and self-reliant.	239	78	16	13	3.57	.751	Accepted
4.	Inculcation of entrepreneurship skills in the secondary school students will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable community development.	111	156	42	37	2.99	.929	Accepted
5.	Entrepreneurship skills acquisition in the secondary education could provide the needed solution to the complex community developmental problems such as hunger, robbery, youths restiveness, political thuggery etc.	140	151	32	25	3.18	.856	Accepted
6.	EE will enable learners become self-motivated, confident, innovated, creative, resourceful, ingenious, endurance, risk daring, pressure management, ability and willingness to accept both positive and negative results of life ventures.	106	102	65	73	2.70	1.118	Accepted
7.	Through the teaching of EE in secondary schools, learners are expected to acquire skills such as verbal and non-verbal expression skills, problem solving skills, team/group work skills, as well as listening and empathy skills.	94	134	72	46	2.81	.987	Accepted
8.	EE enable learners acquire and deploy the skills necessary for turning opportunities into viable ventures (i.e, developing business plan, mobilizing and managing resources etc).	149	81	44	72	2.89	1.175	Accepted
9.	EE equip learners with skills not only for understanding their capabilities but also for coping with different situations in life (i.e, personality skills and management related skills).	108	146	67	25	2.97	.892	Accepted
10.	Knowledge acquired through EE by secondary school students can be used to address the problem of unemployment in society.	86	153	71	36	2.84	.921	Accepted

Source: *Field Survey, 2019*

Result in Table 1 showed that the respondents reacted positively to items 1-10 with mean scores well above 2.50, indicating that Entrepreneurship Education is effective in developing entrepreneurship skills in Senior Secondary School students for community development. Therefore, this implies that teachers agreed that Entrepreneurship Education in Secondary

School provides specific skills needed for student's empowerment on completion of their secondary school education.

Research Question 2: What are the teachers' opinions on the roles of entrepreneurship education in community development?

Table 2: Mean and Standard Deviation scores of Respondents' Opinion on the Role of Entrepreneurship Education for Community Development

S/N	Items/Statements	SA	A	DA	SD	Mean	STD	Remarks
11.	Curriculum integration and organization of Entrepreneurship Education in secondary schools could bring about community development in Nigeria.	134	112	45	55	2.94	1.074	Accepted
12.	Entrepreneurship Education curriculum in secondary schools leads to poverty reduction, youth empowerment, wealth creation and economic growth.	125	129	43	49	2.96	1.022	Accepted
13.	EE provides life and occupational skills that will enhance the potentials of individual for sustainable community development.	116	114	47	69	2.80	1.112	Accepted
14.	Entrepreneurship Education enhancing human and capital development.	98	115	72	61	2.72	1.060	Accepted
15.	Entrepreneurship Education promotes self-employment, rural based job opportunities and investments which intensity community development and reduces the rural-urban migration syndrome.	126	178	30	12	3.21	.740	Accepted

Source: *Field Survey, 2019*

Table 2 shows that all the items 11-15 were accepted by the respondents as role of entrepreneurship education in community development in Nigeria. Each of the five items had mean ranged from 2.72 to 3.21. The table also showed that the teachers agreed that Entrepreneurship Education curriculum in Senior Secondary

Schools leads to poverty reduction, youth empowerment, wealth creation and economic growth which pave way for sustainable community development.

Research Question 3: What are the challenges facing effective teaching of entrepreneurship education in secondary school?

Table 3: Mean and Standard Deviation scores of Respondents' Opinion on Challenges facing Effective Teaching of Entrepreneurship Education

S/N	Items/Statements	SA	A	DA	SD	Mean	STD	Remarks
16.	Inadequate entrepreneurship skilled teachers.	136	138	45	27	3.11	.909	Accepted
17.	Non availability of funds, facilities and equipments for teaching and learning entrepreneurship.	159	172	9	6	3.40	.630	Accepted
18.	Lack of motivation and specific training for teachers.	146	117	51	32	3.06	.982	Accepted
19.	Lack of laboratory, workshops and conducive classroom for practical work.	173	115	32	26	3.21	.923	Accepted
20.	Poor entrepreneurship culture and poor societal attitude to technical and vocational education development.	137	111	62	36	2.83	1.006	Accepted

Source: *Field Survey, 2019*

Table 3 shows that entrepreneurship education in Nigerian Senior Secondary Schools education is faced with some challenges. The items 16, 17, 18, 19 and 20, have high mean scores of 3.11, 3.40, 3.06, 3.21 and 2.83 respectively. This implies that inadequate qualified teachers, large class size, inadequate funding, lack of motivation for teachers, lack of infrastructures, lack of constant power supply and inadequate

provision for practical work are some of the challenges facing the effective teaching of entrepreneurship education in secondary schools.

Hypothesis 1

There is no significant mean difference in the opinions of male and female secondary school teachers on the roles of entrepreneurship education in community development.

Table 4: Independent t-test statistics on the Opinions of Male and Female Secondary School Teachers on the Role of Entrepreneurship Education for Community Development

Variable	Group	N	Mean	Std. dev	Std. Err	Df	t-Cal	P-value
Gender	Male Teachers	209	83.72	6.130	0.734	344	0.61	0.584
	Female Teachers	137	85.59	5.346	0.976			

***Not Significant at P = 0.05**

Results in table 4 showed that there was no significant difference between the mean opinions of male and female secondary school teachers on the roles of entrepreneurship education in community development, since the $t(344) = 0.612$, $P = 0.584 > 0.05$. And the calculated mean responses were 83.72 and 85.59 by male and female teachers respectively. Consequently, the null hypothesis which states that there is no significant mean

difference in the opinions of male and female secondary school teachers on the roles of entrepreneurship education in community development is hereby accepted and retained.

DISCUSSIONS

The study's finding revealed that teachers agreed that Entrepreneurship Education in Secondary School provides specific skills needed for students'

empowerment on completion of their secondary school education. Specifically, teachers were of the high opinion that Entrepreneurship Education is effective tool in developing entrepreneurial skills in SSS students for community development. This finding gains support from the findings of Jack (2012); Olarewaju *et al* (2013); Alabi (2014); Ojo *et al* (2014); Uka (2015) and Yakasai (2015) who found that the introduction of the entrepreneurship skill acquisition into Nigerian educational system will enable the youths to become enterprising, innovative and creative. Okoli (2014) stated that entrepreneurship education will offer functional education for the youth to enable them to be self-employed and self-reliant which in turn lead to sustainable national and community development. The role of Entrepreneurship Education in community development was another area where majority of the respondents agreed upon. The results revealed that Entrepreneurship Education curriculum in secondary schools leads to poverty reduction, youth empowerment, wealth creation and economic growth; enhancing human and capital development. It provides life and occupational skills that will enhance the potentials of an individual for sustainable community development in Nigeria. Thus, this finding gain support from the finding of Ajeifo (2012), where it was reported that the importance of entrepreneurship education for sustainable development to be life and occupational skills that will enhance the potentials of an individual; reinforces self-sufficiency and improves the quality of education and life. It provides training for all sectors of private and civil society; and reoriented the existing education programme to address sustainable development in Nigeria. Hamisu (2010) observed that the inculcation of entrepreneurship skills in the students will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable national and community development. Thomas (2004) and Yakasai (2015) reported that the teaching of Entrepreneurship Education in Secondary Schools will not only drastically reduce the social vices among youths but also cater for their needs and aspirations that are necessary for gainful employment and self-

reliant development. People exposed to entrepreneurship frequently express that they have more opportunity to exercise freedom, higher self-esteem, and an overall greater sense of control over their own lives.

The findings of this study also indicated that the respondents considered the five items under challenges facing the effective teaching of entrepreneurship education in Nigerian secondary schools. These challenges include inadequate entrepreneurship skilled teachers, insufficient funds, inadequate facilities for teaching and learning, poor entrepreneurship culture and poor societal attitude to technical and vocational education development. This finding is in consistent with the challenges to entrepreneurship education in Nigeria as identified by Emaikwu (2011); Agommuah & Akanwa (2014) and Yakasai (2015) who found out that a core challenge to entrepreneurship education in Nigeria are inadequate facilities and equipment for teaching and learning entrepreneurship, lack of entrepreneurship teachers, large class size, constant power outage, poor knowledge based economy and low spirit of competition, lack of effective policy on entrepreneurship, lack of capital, poor government support, dependency mentality, poor enterprising culture, poor societal attitude to Technical and Vocational Education development among others.

Lastly, the study found that there is no significance difference in the mean opinions of male and female Secondary School teachers on the roles of Entrepreneurship Education in community development. This finding is in line with previous finding of Yakasai (2015) who reported that both male and female teachers perceive entrepreneurship education as a relevant technique for secondary school graduate self-employment; teachers believe that the selected trade skills will empower student for job creation on completion of their secondary education. But the study is seems to be in disparity with findings of Alabi (2014) and Agommuah & Akanwa (2014) who found a significant difference between male and female teachers in their perception on the relevance of teaching

entrepreneurship education in Nigerian secondary schools.

CONCLUSION

The findings of this study have shown that entrepreneurship education is effective in developing entrepreneurial skills in Senior Secondary School students for community development. In addition, the majority of the respondents opined that entrepreneurship education promotes self employment, provide job opportunities and investments which intensify community development and reduces the rural urban migration syndrome. It has been also established from the findings of this study that there are various challenges facing the effective teaching of entrepreneurship education in Nigerian Secondary. The study thus, concludes that developing entrepreneurship skills in the students of secondary schools will lead to the creation of awareness and understanding of the socio-economic and environmental situation for sustainable community development in Nigeria.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations have been proffered:

1. Government should ensure that educational programmes at all levels of education are relevant and functional to the graduate youths that needed entrepreneurship skills for effective community development.
2. Facilities needed to teach Entrepreneurship Education should be made available so as to ensure that needed skills will be acquired for sustainable community development.
3. Entrepreneurship education should be promoted in all schools in Kano state so as to boost self-employment and minimized unemployment among the youth and also federal and state ministries of education should build resource centers and networks for exchange of good practice.
4. There should be provision of periodic retraining of the teachers to update their knowledge in the various areas of entrepreneurship and in the use of Information and Communication Technology. This will expose them to

modern trends in entrepreneurship education across the globe and enhance effective teaching and learning in the programme.

5. Government should give adequate attention to entrepreneurial development in the state through the provision of good economic environment as well as taking measures to overcome all the prevailing challenges facing effective teaching of Entrepreneurship Education.

Conflicts of Interest

The authors declare no conflict of interest.

Acknowledgments

The authors gratefully acknowledge the great help and cooperation provided by all the respondents of this study. The authors would also like to thank Mal. Miswaru Bello of Sa'adatu Rimi College of Education, Kumbotso, Kano State for his assistance and insights on an earlier draft of this article.

Disclaimer Statement

We hereby declare that this paper is our own and autonomous work. All sources and aids used have been indicated as such. All texts either quoted directly or paraphrased have been indicated by in-text citations. Full bibliographic details are given in the reference list which also contains internet sources containing URL and access date. This work has not been submitted to any other examination authority.

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Authorship and Level of Contribution

The first author writes and compiled the manuscript, while the second author brought the materials consulted being an expert in the Economics and Entrepreneurship Education Curriculum and the third author developed the instrument and analysed the data collected for the study. Moreover, all the authors participated in the administration of the instrument.

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