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**Teachers' Views on the Incorporation of Entrepreneurial Capacity
Building (ECB) Programmes in the Basic Education Curriculum in Ilorin
Emirate, Nigeria**

By

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ABSTRACT

The aim of the study conducted, in Ilorin Emirate, Nigeria, was to seek the views of teachers on the incorporation of Entrepreneurial Capacity Building (ECB) Programmes in the Nigerian Basic Education Curriculum. The descriptive survey method was employed for the study. 424 teachers were selected through stratified random sampling technique to cater for variables of gender, areas of specialisation, qualification and experience. The sampled teachers responded to a 20 items researcher-made questionnaire. Six research questions were raised and five hypotheses were formulated and tested for the study. Frequency counts and percentages of responses were used to answer the research questions while the SPSS computer software chi-square statistic was used to test the hypotheses. The result of the findings indicated that: teachers were aware of the incorporation of Entrepreneurial Capacity Building (ECB) Programmes in the Basic Education Curriculum and they have been teaching it; variables of gender did not affect the opinions of teachers but experience and qualification and area of specialisation did affect the opinions of teachers significantly on the incorporation of ECB in the Nigerian Basic Education Curriculum. Based on the findings, it was recommended that teachers, who are the implementers of any curriculum, should be given the opportunities to undergo refresher courses, seminars and workshops that will expose them to new innovations in the curriculum. In addition, ECB should be incorporated in the Curricula of all levels of education so as to empower every individual to be a job creator.

Keywords: Curriculum, incorporation, capacity building, entrepreneurial skills, basic education

INTRODUCTION

The access to knowledge and skills to all people regardless of gender, age, race or location is enormously important. Indeed education and training should be all-inclusive and reflect the vastly diversified present economy and various fields of human-power needs. The Universal Basic Education (UBE) programme was introduced by the Federal Government of

Nigeria in 1999 to meet demands for quality, unfettered access and equity to education for the total development of the individual. The aim is to enable the poor, the socially marginalized and vulnerable groups to effectively develop their full capacities and potentials. In 2004, Nigeria adopted the home-grown National Economic Empowerment and Development Strategy (NEEDS) as a response to the global reforms in the social and economic context (Nigerian Education Research and Development Council (NERDC), 2009). The core elements of NEEDS among others are job generation, wealth creation, value re-orientation, poverty eradication and using education to empower the people. To achieve these aims, the National Council on Education (NCE) directed Nigerian Education Research and Development Council (NERDC) in December 2005 to develop a school curriculum that would incorporate entrepreneurial capacity building for the implementation of the effective UBE programme. NERDC has developed a 9-year Basic Education Curriculum that will facilitate the attainment of the core elements of NEEDS.

According to Bassey (2007), basic education is a desideratum, but it should best be seen in the context of a stepping-stone to higher capabilities and capacities. This view is in line with Todaro and Smith (2003) who opined that the concept of “capability to function” for instance, goes beyond current human capacity to capacity that can be developed. In other words, what an individual can do and achieve at present vis-à-vis what the same individual is capable of achieving given favourable circumstances. Todaro and Smith (2003) stated further that the favourable circumstances allows individuals to have the three essentials of human choice sets which include longevity/healthy life, acquisition of knowledge, and access to resources needed for a descent standard of living, and which to a large extent, are determined by education. In addition, favourable circumstances include political, economic, and social freedom, opportunities for creative and productive use of talent, guaranteed human rights, and self respect. It should be noted that education has gone beyond the mere ability to read and write or even to secure a job. Education has to expand the horizon of the educated beyond immediate needs so as to cover higher hierarchy needs in a sustained framework.

It has been observed that in Nigeria, students who graduate from basic education are not qualified for the labour market. This is because the curriculum does not provide students basic education with competencies needed to enter labour market. The curriculum only provides simple life skills and not applied skills for job market. Probably, that is why the 9-year Basic Education Curriculum is now structured to include introduction of entrepreneurial

skills, Basic Technology and ICT, emphasis on creative thinking, positive social and cultural values as well as making French Language one of the core subjects.

The National Policy on Education (FRN, 2004) stated that the junior secondary school shall be both pre-vocational and academic and it shall teach basic subjects which shall enable pupils to acquire further knowledge and develop skills. The curriculum is structured as follows: core subject which includes, mathematics, English, Nigerian languages, sciences, social studies, integrated science, French, and introductory technology. Pre-vocational electives such as agriculture, business studies, home economics, local crafts and computer education are also included in the curriculum. Furthermore, non pre-vocational electives are subjects such as religious knowledge, physical and health education fine art, and music and Arabic studies.

Entrepreneurial Capacity Building programme is incorporated into the Universal Basic Education (UBE) programme to identify with the national goals of Nigerian education, namely, the needs of individual youth in the task of nation building and the social and economic needs, aspiration and well – being of our society. This in line with the philosophy on which Nigeria’s education is based on as:

- (a) The development of the individual into a sound and effective citizen
- (b) The full integration of individual into the community.
- (c) The provision of equal access to educational opportunities for all citizens of the country at the primary, secondary and Tertiary level both inside and outside the formal school system.

The need for employment generation and industrialization of the nation in which entrepreneurial capacity building plays crucial roles, the realization of dignity of labour and to change from white collar job oriented educational system to innovative and technological oriented educational system which prepares individuals to be self– reliant, effective and functional in the society, informed the Federal Government to lay emphasis on entrepreneurial skills programme especially at the Universal Basic Education level.

It should be recognised that the National goals cannot be realized without inculcating entrepreneurial skills acquisition programme that would cater for those who may not go beyond the basic education. Kehinde and Sunday (2008) observed that a well-rooted vocational education that is practical oriented will definitely transform the economic, social and political life-styles of our nation from the less developed to highly developed nation. Probably, that informed the government to set among others, the specific objectives of the

Junior Secondary School education which are to develop in the students' Manipulative skills (Manual dexterity) invention, respect for dignity of labour and above all capacity to generate employment, that is, job creation.

Bassey (2007) observed that technology cannot be bought, borrowed, or even transferred because technology is a culture that has to be developed from within. If this statement is true then, the introduction of capacity building programme into our basic education system should be regarded as a right step in a right direction that would reduce the growing number of the unemployed Nigerian youth. Donald and Richard (2008) noted that the programme if well coordinated and implemented would provide sound foundation for a developing nation to become one of the twenty biggest economies of the world because its main focus is to be self – reliant individually and as a nation. The structure of the Universal Basic Education as contained in Federal Republic of Nigeria (2008), provided for the establishment of various vocational schools namely, schools of weaving, computer study, tailoring, dyeing, welding, weaving, blacksmithing, pot making, carpentry, brick laying and so on out of which students are expected to choose one based on their interest and ability.

While acknowledging the need for the incorporation of Entrepreneurial Capacity Building (ECB) programme into the basic education curriculum, there is the need to find the views of the teachers who are the implementers of the programme. This position of the teachers might have informed Yusuf (2009) to state that the teacher could be regarded as the heart beat of any educational policy.

They are the professionals on whose shoulders the success or failure of any brand of education programme rests. The nature of the Entrepreneurial Capacity Building (ECB) programme of the basic education programme means more teachers would be needed. They should be well trained and motivated. Teachers that are unwilling to reach out to other stakeholders may not be desirable. Interest of the teachers is basic to the success of any Entrepreneurial Capacity Building programme incorporated into the Universal Basic Education.

Available literature on the Entrepreneurial Capacity Building (ECB) programme in the Basic Education has not addressed the basic school teachers' views on the introduction of the programme. Thus, there is need to investigate the views of basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme in the Universal Basic Education curriculum with a view to suggesting relevant strategies for ensuring and

enhancing the success of the Entrepreneurial Capacity Building (ECB) programme at the Basic Education level.

Purpose of the Study

The study is set specifically to;

- a. find out the views of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.
- b. find out the views of male and female basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.
- c. find out the views of experienced and less experienced basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.
- d. find out the views of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum based on qualification.

Research Questions

The following research questions were raised in the study:

1. What is the view of basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum?
2. Is there any significant difference in the view of male and female basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum?
3. Is there any significant difference in the view of experienced and less experienced basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum?
4. Is there any significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum on the basis of area of specialisation?

5. Is there any significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum based on qualification?

Research Hypotheses

The following research hypotheses were tested in the study:

1. There is no significant difference in the view of male and female basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.
2. There is no significant difference in the view of experienced and less experienced basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.
3. There is no significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum based on the area of specialisation.
4. There is no significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum on the basis of qualification.

Methodology

This is a descriptive survey research type using the questionnaire for data collection. The target population for the study were all teachers from all the Junior Secondary Schools (JSS) in Ilorin Emirate, Nigeria. The sample consisted of 424 teachers randomly chosen from selected 53 JSS in Asa, Moro, Ilorin East, Ilorin South and Ilorin West Local Government Areas which make up the emirate. The stratified randomization technique was used to choose the 53 schools and the 424 teachers so as to erase any bias and to cater for the variables of area of specialisation, experience, gender and qualification. Researchers – designed questionnaire was used to elicit information from the teacher respondents in the 43 sampled schools.

The questionnaire was made up of 2 sections each containing 20 items respectively that elicit the respondents' views on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.

The questionnaire has a four- point likert type scale. A total of 399 copies of the questionnaire completed by the respondents were collected and analyzed. Frequency counts and percentage were used to answer the first research question posited in the study since the remaining five research questions had corresponding hypotheses. Chi-square (X²) statistical analysis was employed to test all the five formulated hypotheses.

RESULTS AND FINDINGS.

The first research question was on the view of basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum The result of the analysis is shown on Table 1;

Table 1: Teachers’ view on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.

Respondents	Entrepreneurial Capacity Building (ECB) programme should be incorporated into the Universal Basic Education curriculum					
	Agree	%	Disagree	%	Total	%
Teachers in the JSS I	115	92	10	8	125	100
Teachers in JSS II	112	84.2	21	15.8	133	100
Teachers in JSS III	127	90.1	14	9.9	141	100
Total	354	88.7	45	11.3	399	100

The results on table 1 revealed that majority of teachers 354 (88.7%) out of 399 showed positive view of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum. Only 45(11.3%) respondents did not that Entrepreneurial Capacity Building (ECB) programme should not be incorporated into the Universal Basic Education curriculum

The four research hypotheses postulated in the study were tested using the SPSS computer software Chi-square statistic at .05 level of significance. The results of the findings are presented on tables 3 – 6;

Ho:1 There is no significant difference in the view of male and female basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.

Table 2: X2 Table showing the Views of Male and Female Teachers in the Basic Schools on the Incorporation of ECB programmes in the Universal Basic School curriculum..

	Value	df	Assym Sign (2-sided)
Pearson chi-square	13.958	2	.994
Likelihood ratio	14.468	2	.992
Linear by linear Association	.007	1	.934
No of valid cases	399		

a.0 cells (0%) have expected count less than 5. The minimum expected count is 13.00

From the analysis on Table 2, there was no significant difference in the views of male and female teachers who teach in the basic schools on the incorporation of ECB programmes in the Universal Basic School curriculum. The analysis showed the SPSS computer software X2 Value of .994= ($P > .05$). Therefore, the hypothesis was accepted.

Ho:2 There is no significant difference in the view of experienced and less experienced basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum.

Table 3: X2 Table showing the Views of Experienced and Less experienced in the Basic Schools on the Incorporation of ECB programmes in the Universal Basic School curriculum.

	Value	df	Assym Sign (2-sided)
Pearson chi-square	65.517	2	.038
Likelihood ratio	65.896		.107
Linear by linear Association	55.316	2	.021
No of valid cases	399	1	

a.0 cells (0%) have expected count less than 5. The minimum expected count is 13.00

The analysis on Table 3 showed that experienced teachers differed significantly in their Opinions from the less experienced teachers on the infusion of EE in the Nigerian Primary School Curriculum. The analysis revealed that X2 Value of .038 ($P < .05$). Therefore, the hypothesis was rejected.

Ho: 3 There is no significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum on the basis of areas of specialisation.

Table 4: X2 Table showing the Views of Teachers in the Basic Schools on the Incorporation of ECB programmes in the Universal Basic School curriculum based on Area of Specialisation.

	Value	df	Assym Sign (2-sided)
Pearson chi-square	61.723	4	.000
Likelihood ratio	67.311	4	.000
Linear by linear Association	54.773	1	.000
No of valid cases	399		

a.0 cells (0%) have expected count less than 5. The minimum expected count is 13.00

The analysis on table 4 indicated that there is a significant difference in the views of teachers incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum based on the area of specialisation. The analysis revealed the X2 Value of .000= ($P < .05$). Therefore, the hypothesis was rejected.

Ho:4 There is no significant difference in the view of basic school teachers of the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum on the basis of qualification.

Table 5: X2 Table showing the Views of Teachers in the Basic Schools on the Incorporation of ECB programmes in the Universal Basic School curriculum based on qualification.

	Value	df	Assym Sign (2-sided)
Pearson chi-square	99.000	3	.000
Likelihood ratio	52.567	3	.000
Linear by linear Association	32.996	1	.000
No of valid cases	399		

a.0 cells (0%) have expected count less than 5. The minimum expected count is 13.00

The analysis on table 4 indicated that there is a significant difference in the opinions of basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum on the basis of qualification. The analysis revealed the X² Value of .000= (P<.05). Therefore, the hypothesis was rejected.

DISCUSSION OF FINDINGS

The findings in this study revealed that basic school teachers agreed that Entrepreneurial Capacity Building (ECB) programme should be incorporated into the Universal Basic Education curriculum. This may be due to the fact that majority of Universal Basic School teachers are currently undergoing different types of courses to update their knowledge and they have been exposed to general studies. The positive view might not be unconnected with their knowledge of the General Entrepreneurial Capacity Building programmes many tertiary institutions have introduced as a compulsory course.

The findings in this study is consistent with Kehinde and Sunday (2008) who observed that every individual has recognised that a well-rooted Entrepreneurial Capacity Building education that is practical oriented will definitely transform the economic, social and political life-styles of our nation from the less developed to highly developed nation.

The finding that teachers in the universal basic schools had positive view is also a reflection of the need to develop in the students' Manipulative skills (Manual dexterity) invention, respect for dignity of labour and above all capacity to generate employment, especially now that government work is increasingly diminishing and no more available as observed by Bassey (2007). The finding showed that there was no significant difference in the opinions of male and female basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum. This may be due to the fact that there is growing rate of employment that has become an issue of national concern.

Furthermore, it was found that area of specialisation, qualification and experience had influence on the view of basic school teachers. This is because area of specialisation, experience and qualification exert great influence on the way a person perceives any issue and consequently his view on it. The finding is in line with Yusuf(2009) who observed that the view of teachers is a function of many variables which include teachers' experience and qualification including his orientation.

CONCLUSION AND RECOMMENDATIONS.

The purpose of this paper is to find the views of basic school teachers on the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum. This study has established that teachers are enthused with the incorporation of Entrepreneurial Capacity Building (ECB) programme into the Universal Basic Education curriculum Nigerian Primary School Curriculum instrument thereby making the objectives of the basic education to easily achievable and realisable as contained in the National Policy on Education.

The study has also revealed that the gender of teachers did not have influence on the view expressed by the teachers. However, the finding showed that area of specialisation, experience and qualification had influence on the views of teachers. As it had been emphasised, the quality of instruction in schools depends much on the quality of teachers. In view of this, teachers should be allowed to undergo more courses and workshops that will prepare them to meet the challenges that incorporation might bring.

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