

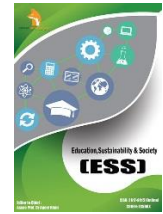


ZIBELINE INTERNATIONAL™

ISSN: 2617-9415 (Online)

CODEN: ESSDAX

# Education, Sustainability & Society (ESS)

DOI: <http://doi.org/10.26480/ess.01.2024.31.37>

## RESEARCH ARTICLE

# INSTRUCTIONAL DELIVERY PROCESS OF ENTREPRENEURSHIP EDUCATION CURRICULUM IN SENIOR SECONDARY SCHOOLS IN ABUJA, NIGERIA

Rachel Uchenna Onwadi

Institute of Education, University of Abuja, Abuja, Nigeria

\*Corresponding Author Email: [rachelonwadi@gmail.com](mailto:rachelonwadi@gmail.com)

This is an open access journal distributed under the Creative Commons Attribution License CC BY 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited

## ARTICLE DETAILS

### Article History:

Received 18 October 2023

Revised 23 November 2023

Accepted 15 December 2023

Available online 20 December 2023

## ABSTRACT

This paper seeks to examine the instructional delivery process of entrepreneur education curriculum in senior secondary schools in Abuja, Nigeria, to achieve this purpose, the study utilized a descriptive research design. The experimental method was adopted in the study. The population of this study comprised of 135 entrepreneur teachers and 122 managements staff. The instrument for data collection was a structured questionnaire titled "Instructional Delivery of Entrepreneur Education Questionnaire" (IDEEQ) which comprised of 22 items. The stratified and simple random sampling technique was used in the selection of the schools and management. The reliability index of 0.84 was established using Cronbach Alpha reliability technique. The data generated were analyzed using simple percentage, mean score, two-independence sample t-test. The findings showed among others that: a variety of entrepreneur education programmes are available in secondary schools in Abuja, Nigeria; teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools was to a high level and the instructional methods employed by teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT was inadequate. It was recommended that more entrepreneur education programmes should be encouraged and added in the secondary school curriculum, teachers are encouraged to continue to acquire and improve on the necessary competence for effective instructional delivery of entrepreneur education curriculum in secondary schools and entrepreneur education teachers should endeavor to be learner-centered when teaching and use learner centered strategies in teaching and learning, so that students can take active participation in the teaching learning process.

### KEYWORDS

Teachers, preparedness, implementation, entrepreneur education, curriculum.

## 1. INTRODUCTION

Nigeria's economy in the current global economy requires entrepreneurs with the requisite educational background to fire up the economic developmental need of the country. Globally, vocational and technical skills are recognized as powerful instruments for national development. It is in realization of this that Nigeria had to adjust the educational system and diversify the curriculum to integrate academic knowledge with technical and vocational skills (entrepreneurship) so as to empower the students with relevant knowledge and skills. The aim is to make them self-reliant and useful members of the society in which they live (FRN, 2014). According to Ayodele (2017) entrepreneurship has emerged over the last two decades as the most potent economic force the world has ever experienced. Its teaching can be traced back to 1947. As a cornerstone for development, entrepreneurship has become a new fad 'for emerging economies. Hence, since the mid1980s, entrepreneurship has generated interest among policy makers, scholars, and other stakeholders worldwide (Ayodele, 2017). Many emerging economies particularly the Asian Tiger nations and some African countries are making significant strides in realizing their entrepreneurship potentials.

Entrepreneurship education was introduced into the upper basic education curriculum in order to change the general attitude of Nigerian graduates towards reliance on white collar jobs. Other authors argued that

the introduction of entrepreneurship education as a compulsory subject in the Nigerian secondary school system is seen as a measure to address the problem of unemployment and strategically position the economy for leadership in Africa (Iyabo & Ujunwa, 2017). Entrepreneurship education has the potentials of solving some of the menacing and challenging problems to Nigeria as a nation, such as unemployment, poverty and income inequality which have persisted in Nigeria over the past two and half decades. The re-engineering of the Nigeria economy in the presence of available resources and business and business opportunities has attracted serious attention in recent times. The recent study defines entrepreneurship education as the process of providing 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 (Kauffman Foundation, 2011). It includes instruction in opportunity recognition, marshaling resources in the face of risk, and initiating a business venture. It also includes instruction in business management processes such as technical skills, vocational skill, and business planning capital development, marketing, and cash flow analysis.

Entrepreneurship education component is a skill oriented field that is expected to equip students with survival skills in various areas such as clothing and textiles, foods and nutrition, home management, electrical installation, fishery among others for self-reliance and employment.

### Quick Response Code



### Access this article online

Website:  
[www.educationsustainability.com](http://www.educationsustainability.com)DOI:  
[10.26480/ess.01.2024.31.37](https://doi.org/10.26480/ess.01.2024.31.37)

Students can only be self-employed and marketable if they acquire relevant entrepreneurship skills and knowledge for successful establishment in occupation and gainful employment (Adams *et al.*, 2021; Adams *et al.*, 2022). Although entrepreneurship education has been introduced at secondary education level in Nigeria, its instructional delivery may not have thrived much due to teacher quality and adequacy, effective instructional strategies, issues of unavailability of instructional resources and conducive learning environment that is prevalent in the rural areas as well as the urban areas, thus making it very difficult for students to comprehend the concepts embedded in entrepreneur education (Omosewo, 2011). Successful instructional delivery of any school subject can only be assured through teachers who have acquired necessary competencies in terms of knowledge, skills, values and attitudes. Students learn more effectively if the teaching methods emphasize practical applications in terms of use of instructional aids. The effective disposition of teachers and students has direct relevance to their ability to influence the teaching and learning, interests and attitude towards the value of education.

The instructional delivery process focuses on how entrepreneurship education is being taught in schools within the context of Nigerian educational system, the methodologies adopted by teachers, adequate number of teachers in urban and rural locations, effect of teacher gender on instructional delivery, adequacy and effective utilization of instructional resources. Instructional delivery of entrepreneur education could be demanding and challenging for both the teachers and students. This is because the instructional delivery of entrepreneur education curriculum demands competence, knowledge and skill from the teacher whose duty it is to make learning interesting to students. It has been observed that even after secondary education where students are required to acquire these skills, they still enroll with other government and private set up to acquire these skills. What could be responsible for this trend? Could this problem be attributed to lack of adequate and qualified teachers, inadequate infrastructure and lack of interest on the part of students? This study therefore aimed at ascertaining the instructional delivery process of entrepreneurship education curriculum in secondary schools in Abuja, Nigeria.

### 1.1 Research Questions

- i. What are the various entrepreneurship education programmes available in secondary schools in FCT?
- ii. To what level are teachers' competent in the instructional delivery of entrepreneur education curriculum in urban and rural secondary schools of in FCT?
- iii. How adequate are the instructional methods employed by teachers for instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT?

### 1.2 Hypotheses

Ho<sub>1</sub>: There is no significant difference in the mean ratings of male and female teachers regarding the various entrepreneurship education programmes available in secondary schools in FCT.

Ho<sub>2</sub>: There is no significant difference in the mean ratings of principals in urban and rural schools regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT.

Ho<sub>3</sub>: There is no significant difference in the mean ratings of students in urban and rural schools regarding the adequacy of instructional methods employed for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT.

## 2. THEORETICAL FRAMEWORK

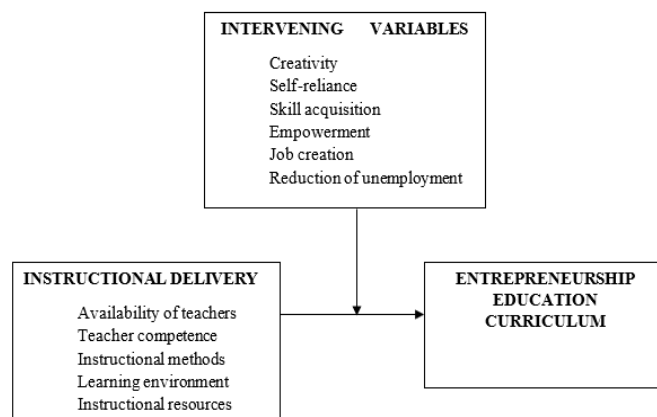
The theoretical framework of this study was anchored on the Human Capital Entrepreneurship Theory proposed by Becker (1994) and its premise is mainly from two factors which are; education and experience. The theory that knowledge gained from education and experience is viewed as a resource that is diversely distributed among individuals, is the basis for understanding disparities in identifying and exploiting opportunity. Human capital factors have a positive effect on the emergence of fledgling entrepreneurs. This implies that the human capital theory of entrepreneurship forms the basis of education's place in entrepreneurship development, making it particularly relevant in the context of entrepreneurship education. Specifically, in the context of this study,

human capital factors are important for idea generation, opportunity identification, and business planning. This implies that the components of an entrepreneurship program have a prominent role in enhancing the capacity development associated with the successful business outcomes of an entrepreneurship program.

This theory involves learning because the entrepreneur deals with skills acquired from experience, practice or observation. Exposing students to the opportunities and experiences built into entrepreneurship education will equip them with the skills to be self-sufficient and self-reliant.

### 2.1 Conceptual Framework

A Framework Representation of the relationship among variables in instructional delivery of entrepreneur Education.



Source: Adapted from Hoselitz Political System of entrepreneurial growth (2012)

The framework above was adapted by the researcher from Hoselitz political system of entrepreneurial growth. In relation to the instructional delivery of entrepreneur education programme in secondary schools, the diagram clearly shows that effective delivery of the entrepreneur education curriculum is dependent on instructional delivery process. This includes the learners, teacher availability, and competence, learning environment, instructional strategies and resources. Thus, the school and her resources (human and material) are the channels for effective instructional delivery of the entrepreneur education curriculum. The level of competence of the teacher, adequate and conducive learning environment, instructional methods and resources goes a long way in the achievement of the goals of entrepreneur education curriculum. While students are the major protagonists in the teaching learning process, no meaningful instructional delivery can take place without the teachers or adequate facilities put in place. An effective instructional delivery of entrepreneur education programmes will bring about and instill creativity in students, motivate and encourage self-reliance, boost skill acquisition in and amongst students and drastically reduce over dependence on white collar jobs and unemployment among young people. The programmes embedded in entrepreneur education through quality instruction will not only help students acquire much needed skills but inspire them to become job creators and employers of labour. However, the teachers' ability to bring achieve the goals of entrepreneur education is hinged on the instructional delivery process.

### 2.2 Components of Entrepreneurship Education Programmes

The major components of an entrepreneurship education programmes as suggested by Ediangbonga (2013) include; the curriculum pedagogy and teaching methods, teachers' competence, and institutional support systems. These components are discussed with emphasis on school entrepreneurship education programmes (Ediangbonga, 2013).

#### 2.2.1 Entrepreneurship Curriculum

The inability of graduates from the education system to contribute significantly to the country's economic development by being self-employed has led to the introduction of entrepreneurship education into schools. The call to introduce entrepreneurship education in schools is an indication of its importance in economic empowerment and job creation in particular. This education has become essential as Nigeria continues to produce graduates who are barely independent but dependent solely on white-collar work. According to previous study, entrepreneurship education is a type of education that is provided to people to develop the

right entrepreneurial qualities with support services for a smooth start and successful management of a business (Iyabo & Ujunwa, 2017). At the same time, a study points out that entrepreneurship education aims to provide students (especially graduates) with the knowledge, skills and motivation to encourage entrepreneurship research in different contexts (Kauffman, 2013). From these assertions, it is clear that well-executed entrepreneurship education culminates in economic empowerment and development. The essence of entrepreneurship education is to develop in students the spirit and culture of entrepreneurship (Akpomi, 2009).

The term empowerment refers to the enhancement of the spiritual, political, social, educational, sexual or economic power of individuals and communities. It has been found that a well-planned and executed entrepreneurship education has the potential to create more jobs in the country and divert the attention of unemployed graduates. Economic empowerment involves empowering previously disadvantaged segments of the population, it is the result of economic development, that leads to quantitative and qualitative changes in the economy (Adams, *et al.* 2022).

### 2.2.2 Entrepreneurship Pedagogy

Agboola (2015) defines entrepreneurship pedagogy as the combination of knowledge and skills necessary for effective teaching of entrepreneurship. To support this, a study described entrepreneurship pedagogy as a very dynamic combination of theoretical understanding and relevant practical skills (Ayaste, 2013). Other studies have shown that in a particular set of processes, different pedagogies work differently, taking into account different groups of students and the specificity of the context (Sahlberg, 2010). At the same time, argues that while representing the collective wisdom of the culture, while supporting the value of specialized knowledge, entrepreneurship pedagogy must also be critical and analysis of students' abilities (Kauffman, 2013). In other words, it can be said that good entrepreneurship pedagogy is particularly concerned with a range of approaches and sustained responsiveness to what constitutes student learning. However, a researchers argue that the dominant pedagogy in entrepreneurship education is experiential pedagogy ((Neck and Greene, 2011). This view is supported by Frees (2011), who stated that experiential learning focuses on learning by doing; therefore, it is considered as one of the best teaching techniques in entrepreneurship, as it gives students the opportunity to absorb the material and understand the instructions given to them.

According to a study, experiential learning in entrepreneurship education creates an environment where learners have a variety of useful and valuable experiences, from life outside the classroom that can be used to promote equality and diversity as well as self-discovery by learners' perspectives and challenges (Neck and Greene, 2011). Other research have shown that learning from mistakes is considered an essential part of experiential learning, providing valuable real-world business experiences (Knowles *et al.*, 2011). Previous study points out that the use of role-playing activities and case studies, and interdisciplinary groups in experiential learning, allows learners to learn from each other and meet real challenges (Agbonlahor, 2016), in the business world. This is supported by who have suggested that experiential learning allows students to learn that making mistakes is a feature of product development (Moses, Akinbode, Olokundun and Agboola, 2015).

In general, in the context of entrepreneurship education, some authors have suggested that incorporating practical practices into entrepreneurship education activities is considered to be useful and effective in promoting entrepreneurship (Knowles *et al.* (2011). Students apply entrepreneurship skills by providing solutions to real life problems and challenges. This is supported by (Neck and Greene, 2011; Adams and Onwadi, 2020), who stated that experiential learning integrates other approaches and promotes the use of holistic pedagogy and teaching practices, in order to strive to instill in learners knowledge of the content of the program, skills and business intentions.

### 2.2.3 Teaching Methods

A researchers described entrepreneurship teaching methods as a series of teaching methods that have a solid research foundation, are clearly understood by class members, and are a direct response to with the needs and challenges of students (Mani and Yahaya, 2014). A study states that research disproves both of these teaching myths; Effective teaching stems from knowledge and mastery of a subject, and a competent teacher can teach or instruct in any subject (Nwankwo, 2010). This is supported by who has argued that effective teaching is not only a function of mastery of the subject but also of the ability to identify the essential and appropriate combination of knowledge and skills (Odike, 2013). Knowledge and skills needed to teach effectively. At the same time, some authors argue that the

effectiveness of entrepreneurship teaching methods is assessed on the extent to which these methods can incorporate the basic knowledge and skills required to teach entrepreneurship. Finally, other studies argue that teaching methods such as lectures, questions and answers, and exercises are insufficient to facilitate the development of business ideas and similar outcomes in business behavior (Zhuo and Haixia, 2012).

Some methods considered best practice in teaching entrepreneurship, proposed simulations, video and videography, role modelling, guest speakers and project work, such as positive practices are more suitable for cultivating entrepreneurial qualities in learners (Mwasalwiba, 2010). The most effective technique is to enable experimentation by testing entrepreneurship in a controlled environment, through methods such as business simulations or role-playing. There is therefore a solid literature-based basis on which the aforementioned entrepreneurship teaching methods can be considered essential for learners' development of entrepreneurship in a school setting (Ahmad *et al.*, 2015).

### 2.2.4 Teacher Competency for Entrepreneur Education

According to a study, competency is a standardized requirement for an individual to be able to correctly perform a particular job (Nweke, 2012). Recent research views competence as the ability to possess appropriate and adequate skills, knowledge and experience to perform a particular task (James, 2017). Competence is the knowledge, skills, attitudes and judgment necessary to succeed at a certain skill level in a given job. Some of researchers described competence as the ability to do something well that is judged against a criterion, namely the ability to be achieved through experience or training (Emendu, 2014). Competent means having enough knowledge and skills to do something to a satisfactory level. Within the scope of this study, competence is the ability of an entrepreneurship education teacher to effectively teach the content of a high school entrepreneurship education curriculum. Competent teachers in entrepreneurship education must have the necessary skills and knowledge to teach this topic to students; and where this is lacking, it is necessary to improve the pedagogical skills of teachers.

Entrepreneurship education teachers must also be competent in applying appropriate teaching methods or techniques. Teaching methods or techniques are important in any educational process. The teacher must use a wide variety of methods and choose from among them the appropriate ones. The method must not only provide knowledge to the students, but also develop the collaborative learning, discussion and social relations skills of the students of the time. The teaching method is a pattern of repetitive teacher behaviour, characteristic of students, and its relationship to learning which is applicable to different subjects. According to them, methods are described as iterative because 'they are repeated over a period of time measured in minutes or weeks, this teaching can also be seen as an instrumental process such as behaviour of a teacher, e.g. a lecture, a discussion, etc.

Competence requires teachers to avoid being limited to one teaching method, teachers should use many different methods. Among the various difficulties that teachers of entrepreneurship face is the fact that the appropriate teaching methods cannot be used. The basic elements of some types of teaching methods can be appropriately combined for better results depending on the age of the student and the type of subject being taught. A competent teacher knows the guiding principle in choosing a teaching method and follows it in all situations, the teacher chooses the most suitable method for the subject taking into account the student's abilities, available materials and the time he has.

Teacher's personal qualities, combined with the professional skills and age of the learners that creates effective teaching. Entrepreneurship training-based subjects are demonstration method, discussion method, presentation method, project method, field visit and laboratory/laboratory method.

### 2.2.5 Instructional Resources

Instructional resources designate all human, material, and immaterial resources of the audiovisual and community school environment available in the school environment to facilitate school management, promote performance students and simplify the teaching-learning process. They also include other basic materials used in schools to make teaching easy and learning more meaningful and understandable to learners. Educational resources include all human and non-human materials, drawn or photographed, manually constructed or electronically operated, books and all related materials used in the teaching and learning process (NTI, 2013). Educational resources include school teachers, people in the community, real objects, specimens or models, chalk and bulletin boards,

school buildings and layout, the general community, and other basic materials.

The term resource has also been used to refer to educational resources. A studies defined instructional resources as educational technology information devices, machines, and resources that focus on better ways to maximize educational inputs and outcomes for the benefit of people (Omosewo, 2012). Objects are so essential that in the absence of real-life situations, teachers can use objects that represent those real-life situations. These real-life representations have been defined as materials, devices, and techniques that help teachers access the reality of their teaching (Agu, 2011). Representations of real situations are created in the form of models, diagrams, drawings, dioramas or models. The purpose of instructional resources is to help teachers convey the intended message effectively and meaningfully to learners.

### 3. METHODOLOGY

#### 3.1 Population and Sample Size

The population of the study was made up of 135 entrepreneur teachers, 553 students (students that offered entrepreneurship education) and 122 principals and vice principals in the 61 senior secondary schools across

the six Area Councils in the Federal Capital Territory, Abuja, Nigeria. The sample size for this study was made up of 47 managements staff (principals and vice-principals), all the 135 entrepreneur teachers and 120 students in 27 senior secondary schools across the six Area Councils in FCT, Abuja. The stratified and simple random sampling technique was used in the selection of the schools and management. There was no sampling for teachers because their number was small.

#### 3.2 Reliability and Method of Data Analysis

To determine the reliability of the instrument, a pilot test was carried out using the test-retest method. Fifteen (15) teachers and five (5) management members who were not part of the sampled respondents for the study were used. The reliability test was conducted using Cronbach Alpha reliability test where a reliability index of 0.84 was obtained. The data collected was analyzed using frequency distribution, simple percentage, weighted mean score and two-independent samples t-test

### 4. RESULTS

#### 4.1 Answers to Research Questions

Research question one: What are the various entrepreneurship education programmes available in secondary schools in Abuja?

S/N	Items	SA (4)	A (3)	D (2)	SD (1)	Total	Mean Score	Decision
1.	Weaving and sewing	79	35	2	4	120	3.58	Available
2.	Clothing & Textile	91	25	3	1	120	3.72	Available
3.	Electrical work	65	37	13	5	120	3.35	Available
4.	Tie & dye	28	65	19	8	120	2.94	Available
5.	Cosmetology	25	45	37	13	120	2.68	Available
6.	Interior decoration	14	32	49	25	120	2.29	Not available
7.	Fishery	41	36	33	10	120	2.90	Available
Sectional Mean						120	3.07	Available

Table 1 presents the various entrepreneur education programmes available in secondary schools in Abuja, Nigeria. The result showed that respondents were of the opinion that; weaving, sewing, clothing, electrical works, tie, dye, cosmetology, interior decoration and fishery were available with the exception of interior decoration that respondents disagree upon. The grand mean of 3.07 indicated agreement to the available entrepreneur

education programmes.

Research Question Two: What is the level of teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in FCT?

S/N	Items	Location	VHL (4)	HL (3)	LL (2)	VLL (1)	Total	Mean Score	Decision
1.	Competence in Subject matter	Urban	41	25	15	7	97	3.03	High level
		Rural	5	3	24	0	23	2.57	High level
2.	Pedagogical competence	Urban	32	38	27	1	97	3.05	High level
		Rural	13	6	3	0	23	3.35	High level
3.	Competence in design of instruction	Urban	21	36	40	0	97	2.80	High level
		Rural	1	18	4	0	23	2.87	High level
4.	Competence in use of modern facilities	Urban	17	32	40	8	97	2.60	High level
		Rural	1	2	20	0	23	2.17	Low level
5.	Competence in evaluation of instruction	Urban	13	48	32	6	97	2.72	High level
		Rural	4	7	6	4	23	2.39	Low level
6.	Adoption of Varied method of instruction	Urban	18	31	36	12	97	2.57	High level
		Rural	0	7	14	2	23	2.22	Low level
7.	Classroom management	Urban	28	34	30	5	97	3.88	High level
		Rural	14	3	6	0	23	2.35	High level
Sectional Mean									
Urban =							97	2.81	High level
Rural =							23	2.70	High level

Table 2 above presents the item by item descriptive analysis of the level of teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in Abuja. The grand mean rating of 2.81 and 2.70 respectively indicated that teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in Abuja was to a high

level.

Research Question Three: How adequate are the instructional methods employed by teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT?

**Table 3:** Adequacy of Teaching Methods Employed for Effective Instructional Delivery of Entrepreneurship Education Programme in FCT, Abuja

S/N Items	VA (4)	A (3)	INA (2)	VIA (1)	N	$\bar{X}$	DECISION
Simulation through games and slides, graphics	14	25	56	15	110	2.35	Inadequate
Role modeling	1	24	54	32	110	1.95	Inadequate
Project-based learning through application of knowledge of teams, groups or individual	0	36	45	29	110	2.06	Inadequate
Filming	2	15	36	57	110	1.65	Inadequate
Practical through group discussion, demonstration	0	10	43	57	110	1.57	Inadequate
Design-based learning to facilitate critical thinking, creativity and collaboration	1	20	44	45	110	1.79	Inadequate
Use of experimental learning approach	0	40	36	34	110	2.05	Inadequate
Field Trips	1	10	57	42	110	1.73	Inadequate
Sectional Mean = 1.89 = Inadequate							

Table 3 revealed the adequacy of instructional methods employed by entrepreneur teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT. The grand mean of 1.88 indicated that the instructional methods employed by teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT were inadequate.

#### 4.2 Test of Hypotheses

**Ho:** There is no significant difference in the mean ratings of male and female teachers regarding the various entrepreneurship education programmes available in secondary schools in FCT.

**Table 4:** Two-tailed t-test result of male and female teachers' mean ratings regarding the various entrepreneurship education programmes available in secondary schools in FCT.

Gender	N	Mean	Std. dev.	$t_{cal.}$	$t_{crit.}$	d.f.	P - Value	Decision
Male	57	2.99	0.4315	-1.56	-1.96	118	0.121	Accept $H_0$
Female	63	3.13	0.5316					

An independent samples t-test was computed to determine if there was a significant difference in the male and female entrepreneur teachers' response to the statement regarding the various entrepreneurship education programmes available in secondary schools in FCT. The test was found to be statistically insignificant because there was no much difference in the mean response to the statement regarding the various entrepreneurship education programmes available in secondary schools in FCT by the male teachers (mean = 2.99, S.D. = 0.4315) and female teachers (mean = 3.13, SD = 0.5316). The mean difference in response between the male and female teachers was 0.14. This difference was not significant because  $t(118) = -1.56$  was less than the t-critical of -1.96 and

p-value = 0.121 is greater than the level of significant = 0.05 at the 118 degrees of freedom. The null hypothesis was accepted, and the decision reached was that; there was no significant difference in the mean ratings of male and female teachers regarding the various entrepreneurship education programmes available in secondary schools in FCT.

**Ho:** There is no significant difference in the mean ratings of urban and rural principals regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT.

**Table 5:** Two-tailed t-test result of urban and rural principals' mean response to the statement on the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum

Location	N	Mean	Std. dev.	$t_{cal.}$	$t_{crit.}$	d.f.	P - Value	Decision
Urban	19	2.80	0.4661	1.02	1.96	22	0.308	Accept $H_0$
Rural	5	2.70	0.3221					

The result presented in Table 4 is a two independent samples t-test result computed to determine if there was a significant difference in the urban and rural principals' comment regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT. The difference was found to be statistically insignificant because there was a no much difference in the mean response to the statement by the urban principals (mean = 2.80, S.D. = 0.4661) and rural principals (mean = 2.70, SD = 0.3221). The mean difference in response between the male and female teachers was 0.10. This difference was not significant because  $t(22) = 1.02$  was less than the t-critical of 1.96 and p-value = 0.308 is greater than the level of significant = 0.05 at the 22

degrees of freedom. The null hypothesis was accepted, and the decision reached is that; there is no significant difference in the mean ratings of urban and rural principals regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT.

**Ho:** There is no significant difference in the mean ratings of students in urban and rural schools regarding the adequacy of instructional methods employed for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT.

**Table 6:** Two-tailed t-test result of Urban and Rural Students' Mean Rating of the Statement on Adequacy of instructional Methods Employed for the Delivery of Entrepreneurship Education Curriculum

Gender	N	Mean	Std. dev.	$t_{cal.}$	$t_{crit.}$	d.f.	P - Value	Decision
Urban	84	1.99	0.371	0.234	1.96	108	0.815	Accept $H_0$
Rural	26	1.97	0.426					

**Source:** SPSS output

A two independent samples t-test was computed to determine if there was a significant difference in the urban and rural entrepreneur students' mean rating of the statement on adequacy of instructional methods employed for the delivery of the entrepreneurship education curriculum

in secondary schools in FCT. It was observed that the results were statistically insignificant because there was an insignificant difference in the mean response by the students in urban schools (mean = 1.99, SD = 0.371) and students in rural schools (mean = 1.97, SD = 0.426). The mean difference in response between students in urban and rural secondary schools 0.02. This difference was insignificant because  $t_{(108)} = 0.815$  was

less than the t-critical of 1.96 and  $P = 0.815$  is greater than the level of significant = 0.05 at the 108 degree of freedom. The null hypothesis was accepted, and the conclusion is that; there was no significant difference in the mean ratings of students in urban and rural schools regarding the adequacy of instructional methods employed for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT.

## 5. DISCUSSION OF FINDINGS

Research question one focused on the various entrepreneur education programmes available in secondary schools in FCT. The response from the respondents revealed that a variety of entrepreneur education programmes including weaving and sewing, clothing and textiles, electrical works tie and dye, cosmetology, fishery to a small scale, interior decoration were available in secondary schools in FCT. The finding in this study observed that in the face of increasing level of poverty and gross unemployment rate among young people, many societies have resorted to introducing young mind to entrepreneurship programmes and other relevant skill acquisition opportunities that would enable them become more of assets to the society (Odike, 2013; Okubotimibi and Adams, 2022). In agreement with the finding, stated that having various entrepreneur programmes in schools would provide students with some basic skills and opportunities that would lead to successful business venture in the future (James, 2017). In the same vein, a study agreed that introducing and implementing various entrepreneur education programmes at secondary school level is vital for the creation of innovative minds among students (Ewubare, 2010). This finding also agreed that quite a number of entrepreneur and skill based acquisition programmes have been incorporated in many school curriculums globally (Kapoor, 2011). According to him, this was in a bid to avail students' opportunities to develop skills, abilities and determination to take up challenges towards self-actualization and self-sufficiency in life.

The corresponding hypothesis to research question one on table 4 revealed that that there was no significant difference in the mean ratings of male and female teachers regarding the various entrepreneurship education programmes available in secondary schools in FCT. This could have resulted from the fact that both male and female teachers had come to realize the need for skill acquisition with the poverty situation in Nigeria. Furthermore, the need for the various programmes that have been introduced in many schools may be attributed to high level of unemployment, hence the need to expose students to entrepreneur education at an early stage.

Research question two centered on the level of teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in FCT. The finding from the study revealed that teachers' competence level for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in FCT was higher with a grand mean of 2.81 and 2.70 respectively. The corresponding hypothesis equally revealed that there was no significant difference in the mean ratings of urban and rural principals regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT. In contradiction to this finding, a recent study noted that there is serious dearth of a critical mass of specialists and experts in the area of entrepreneur education in Nigerian secondary schools (Okojie, 2011). Despite the fact that effective instructional delivery of entrepreneur education in secondary schools would guarantee the development of creative minds, innovation and entrepreneurial personalities who are prepared for leadership responsibilities in industrial, government and non-profit organization, there still exist huge gap in equipping schools with adequate and competent teachers who are skilled in entrepreneurship education. In consonance with the above finding reported that here serious shortfall in the employment of adequate specialists in the field of entrepreneur education and this has been a limiting factor toward the successful instructional delivery of entrepreneur education in most Nigerian secondary schools (Olutunla, 2011).

The finding in research question three revealed that instructional methods employed by teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT were inadequate with a grand mean of 1.88. This finding is in line with who opined that students do not feel challenged to learn when methods and teaching styles that allow them active participation in class are not adequately employed by the teacher (Ayaste, 2013). Emphasizing the need for the use of adequate methods of teaching, a findings established that students understanding and perceptions of the developmental learning problems, classroom management, adequate subject matter and use of

diversified instructional resources and methods makes great difference in the teaching learning process (Agboola, 2015). According to him, there is a great desire for new instructional techniques, students want teachers to involve them in class discussions, letting them express their opinions on the subject matter especially in entrepreneur education which is a practical and skill based subject that promotes creativity and innovative thinking. In another observation, they noted that teaching with diversified methods and allowing students an opportunity to participate actively enhances their desire for knowledge, allows students to develop personal skills and enhances critical thinking and self-confidence (Okojie, 2011). In the opinion of respondents, students revealed that thought-provoking activities, such as role playing, modeling, dramatization, expository methods, experimental methods and field trip methods used by the teachers were inadequate.

The corresponding hypothesis to this research question on table 6 revealed that there was no significant difference in the mean ratings of students in urban and rural schools regarding the adequacy of instructional methods employed for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT. The observed difference may be attributed to the fact that both public schools in urban and rural areas lack adequate teaching resources. This situation may not allow teachers the opportunity to use diversified methods of delivery especially as entrepreneur education is mostly practical oriented.

## 6. CONCLUSIONS

The present study is an attempt to ascertain the instructional delivery process of entrepreneurship education curriculum in some selected secondary schools in Abuja, Nigeria. The sample size for this study were forty-seven management staff (principals and vice-principals), all the one hundred and thirty-five entrepreneur teachers and one hundred and twenty students that offers entrepreneur in twenty-seven senior secondary schools across the six Area councils in Abuja, Nigeria. The experimental method was adopted in the study. The instrument for data collection was a structured questionnaire titled "Instructional Delivery of Entrepreneur Education Questionnaire" (IDEEQ). The weighted mean test scores was employed to assess what the various entrepreneurship education programmes available in secondary schools in FCT are, level of teachers' competent in the instructional delivery of entrepreneur education curriculum in urban and rural and adequacy of the instructional methods employed by teachers for instructional delivery of the entrepreneurship education curriculum in secondary schools in Abuja, Nigeria.

From the results, it was found that the entrepreneurship education programmes available in secondary schools are; weaving, sewing, clothing, electrical works, tie, dye, cosmetology, interior decoration and fishery. It was observed that; teachers' competence for the instructional delivery of entrepreneurship education curriculum in urban and rural secondary schools in Abuja was high. It was also observed that; instructional methods employed by teachers for the instructional delivery of the entrepreneurship education curriculum in secondary schools were inadequate.

Result from the test of statistical hypotheses indicated that; there was no significant difference in the mean ratings of male and female teachers regarding the various entrepreneurship education programmes available in secondary schools in FCT. There is no significant difference in the mean ratings of urban and rural principals regarding the level of teachers' competence in the instructional delivery of entrepreneurship education curriculum in secondary schools in FCT. There was no significant difference in the mean ratings of students in urban and rural schools regarding the adequacy of instructional methods employed for the instructional delivery of the entrepreneurship education curriculum in secondary schools in FCT.

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

- i. More entrepreneur education programmes should be encouraged and added in the secondary school curriculum.
- ii. Teachers are encouraged to continue to acquire and improve on the necessary competence for effective instructional delivery of entrepreneur education curriculum in secondary schools.
- iii. Entrepreneur education teachers should endeavor to be learner-centered when teaching and use learner centered strategies in teaching and learning, so that students would take active participation in the teaching learning process.

## ACKNOWLEDGEMENTS

I am grateful to all research assistants for their help in the data collection, to all the teachers and management staff, students, and parents for their support and collaboration of this study.

## REFERENCES

- Adams, S.O., Onwadi, R.U, Jason, U. I. 2021. Effect of Inductive and Deductive Teaching Methods on Students' Performance in Basic Science among Junior Secondary Schools Students: A Gender Study. *American Journal of Education and Information Technology*. 5(1): 27-36 <https://doi:10.11648/j.ajeit.20210501.15>.
- Adams, S.O., Onwadi, R.U. 2020. An Empirical Comparison of Computer Assisted Instruction and Field Trip Instructional Methods on Teaching of Basic Science and Technology Curriculum. *International Journal of Social Science and Educational Studies*, 7(4): 22-35. <https://doi:10.23918/ijsses.v7i4p22>
- Adams, S.O., Zubair, M.A. & Aiyedun-Olatunde, T. G., 2022. The Role of Some Social Infrastructures Indicators on Economic Growth of Nigeria: A Causality Analysis Approach, *Economic Growth and Environment Sustainability (EGNES)*, 1(2): 41-48. <http://doi.org/10.26480/egnes.02.2022.41.48>
- Agbonlahor A.A 2016 Challenges of Entrepreneurial Education in Nigerian Universities: Towards a Repositioning for Impact. *Journal of Educational and Social Research* 6 (1): 208– 214.
- Agboola, J. O. 2015. Critical Challenges confronting Business Studies Programmes in contemporary Nigeria. *Nigerian Journal of Business Education*, 2(3), 1-13.
- Agu, O. 2011. Achieving efficiency in educational finance through microlevel political and strategies *CON 2010* 4(1) 76-82.
- Ahmad, I., Nawaz, M.M., Ahmad, Z., Shaikat, M. Z., Usman, A., Rehman, W.U., & Ahmed, N. 2010. Determinants of Students' Entrepreneurial Career Intentions: Evidence from Business Graduates. *European Journal of Social Sciences*, 2 (1), 14-22.
- Akpomi, M. E. 2010. Achieving Millennium Development Goals (Mdgs) Through Teaching Entrepreneurship Education in Nigeria Higher Education Institutions (Heis). *European Journal of Social Science*, 8 (1), 154–157.
- Ayaste, I. 2013. Reducing Unemployment through the Informal Sector: A Case Study of Nigeria. *European Journal of Social Sciences*, 8 (2), 80-88.
- Ayodele, O. M. 2017. Perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities. Unpublished Ph.D thesis, Covenant University.
- Becker, G.S. 1975. *Human Capital: A Theoretical and Empirical Analysis, with Special Reference to Education*. New York: Columbia University Press.
- Emendu, N. B. 2014. Issues and challenges in the development of entrepreneurship science education in- Nigeria, 202-221. West and publishing company Ltd. Kano.
- Federal Republic of Nigeria 2014. *National Policy on Education*, Abuja: 5<sup>th</sup> Edition.
- Frees, M. 2011. Psychological success factors of small scale Businesses in Namibia: The Roles of Strategy Process, Entrepreneurial Orientation and the Environment. *Journal of Developmental Entrepreneurship*, 7 (3), 259-282.
- Iyabo, A., & Ujunwa, A. M. 2017. Relationship between poverty and entrepreneurship in Rural and Semi-Urban Areas of Nigeria. *Bayero Business, Review*. 1, (3).
- James, H. K. 2017. "Teacher competencies in Implementation of curriculum for learners with special needs in Kenyan Schools." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 7(4), 62–66.
- Kapoor, C. 2010. Benefits of Entrepreneurship. <http://benefitspof-entrepreneurship>
- Katz, J.A. & Green, R.P. 2009. *Entrepreneurial Small Business*. New York, NY, McGraw-Hill Irwin.
- Kauffman 2013 Entrepreneurship Education Comes of Age on Campus Kauffman: The Foundation of Entrepreneurship. Available at: [http://www.Kauffman.org/~media/Kauffman\\_org/research%20reports%20and%20covers/2013/08/eshipedcomesofage\\_report.pdf](http://www.Kauffman.org/~media/Kauffman_org/research%20reports%20and%20covers/2013/08/eshipedcomesofage_report.pdf).
- Knowles, M., Holton, E. And Swanson, R. 2011. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Elsevier Inc., Burlington, MA.
- Mwasalwiba, E.S. 2010. Entrepreneurship Education: A Review of its Objectives, Teaching Methods and Impact Indicators. *Education and Training*, 52(1): 20–47.
- National Institute of Education. 2013. The competent teacher. Retrieved from <http://singteach.nie.edu.sg/issue23-teachered/>.
- Neck, H. & Greene, P. 2011. Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 49(1): 55-70.
- Nicolaides, A. 2011. Entrepreneurship: The role of Higher Education in South Africa. *Educational Research*, 2(4):1043-1050.
- Odiye, T.E. 2013. Attitudes of undergraduates towards teaching profession in Nigeria (Reference to Federal University Otuoke, Bayelsa State. Unpublished PDE project.
- Okojie, J. A, 2011. Policy Directives at the System Level-NUC response over the years
- Okubotimibi, J.E., Adams, S.O. 2022. Analytical Impact of Professionalism on Administrator's Job Performance Effectiveness in Some Selected Tertiary Institutions in Bayelsa and Delta State, Nigeria. *Malaysian Business Management Journal*, 1(2): 92-95. <https://doi.org/10.26480/mbmj.02.2022.92.95>
- Olatunde-Aiyedun, T. G., & Adams, S. O. 2022. Effect of Blended Learning Models on Students' Academic Achievement and Retention in Science Education. *Eurasian Journal of Science and Environmental Education*, 2(2), 35-42. <https://doi.org/10.30935/ejsee/12613>
- Olutunla, G.T, 2014. Entrepreneurship for Economic Development. National Universities Lecture Series 2001. Abuja: National Universities Commission.
- Omosewo, E.O, 2012. Attitude of teachers towards utilizing community resources in physics in Abuja, Nigeria: *journal of Education and Practice*. 3(12), 86 -90.
- Sahlberg, P. 2010. Rethinking Accountability in a Knowledge Society. *Journal of Educational Chang*. 11(1): 45.
- Zhuo, S. & Haixia, S. 2012. Entrepreneurship and Economic Development in a Developing Country: A case study of India. *Journal of Entrepreneurship*, 17 (2), 117-137.

