

## PERCEPTION OF VOCATIONAL AND NON-VOCATIONAL EDUCATORS ON IMPLEMENTATION OF ENTREPRENEURSHIP STUDIES IN PRIMARY SCHOOL CURRICULUM AND PUPILS' ENTREPRENEURIAL AWARENESS IN LAGOS STATE

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### Abstract

*Nigeria is having the challenges of poverty and unemployment and sustainable solution requires both short-term, medium term and long term approaches (attitudinal change). This paper examined the perception of vocational and non-vocational educators on implementation of entrepreneurship studies in primary schools and pupils' entrepreneurial awareness in Lagos State. Descriptive design of the survey type was employed. Population consisted of 1099 vocational educators and non vocational educators in Epe and Ibeju-Lekki Local Government Areas of Lagos State while simple random sampling technique was used to select 145 respondents (58 vocational educators and 87 non-vocational educators) from the entire population. Structured questionnaire developed by the researchers and validated by experts in the field of measurement and evaluation was the source of data collection. Data collected were analyzed using mean and standard deviation to answer the research questions, while t-test statistical technique was used to test the hypotheses at 0.05 level of significance. The finding of the study revealed that implementation of entrepreneurship studies in primary schools would influence pupils' entrepreneurial awareness in Lagos State. The findings also revealed that implementation of entrepreneurship studies in primary schools would make pupils to develop positive attitude towards entrepreneurship studies right from the elementary stage. Based on these findings, it was recommended that government should adopt an effective strategy in the implementation of entrepreneurship studies in primary schools to make the young pupils aware of entrepreneurship traits and values as well as arouse the pupils' interest towards entrepreneurship.*

**Key words:** Implementation, Entrepreneurship Studies, Entrepreneurial Awareness, Attitude Formulation

## Introduction

Nigeria is currently undergoing economic turbulence. This is evident in the level of unemployment among Nigerian youths as many of them were roaming the street with no hope of survival. Various local, national as well as international bodies report and positions on the state of Nigerian economy and its unemployment level underscore the urgency to find lasting solution to Nigerian present predicament. As reported by Nigerian Bureau of Statistics (NBS, 2021) for example, Nigerian unemployment rate increased to all time high of 33.3% in the third quarter of 2021. The incessant increase in unemployment rate over the years if not abated is an indication of what to expect in the future. According to Doyin Salami, Chairman of the Presidential Economic Advisory Council (PEAC), Nigerian unemployment rate is projected to increase to 40 percent by the end of 2021 (Businessday September 21, 2021).

The International Monetary Fund (IMF, 2021) stated that the country is at a critical juncture, due to a weak pre-crisis economy that is associated with low per capital income, high inflation rate (2 digit), obvious governance vulnerabilities and limited buffers. About 83 million people, representing 40% of the masses live below the poverty line while vulnerable people, many of whom could fall into poverty line because of Covid-19 pandemic amounted to 53 million, representing 25% of the populace (World Bank, 2020). Consequently, there is rise in social vices across the country that requires urgent need for reforms and policy adjustment to manage the situation in order to avoid its long-run effect, which could be more disastrous. While there is the problem of Bokoharam and Banditry in the North East and North West especially in Borno, Yobe, Adamawa and Kaduna States, Herders / Farmers' clashes and Kidnapping is ravaging in the North Central and South West especially in Benue, Niger, Oyo and Ogun States. In the South-South and Southeast, Militancy, pipeline vandals and secessionist agitators are posing threat to the growth and development of the country on a daily basis especially in Delta, Rivers, Bayelsa and Imo States respectively.

The myriad of challenges facing Nigeria as a country is not unconnected with unemployment and abject poverty among the citizenry because an adage says that "an idle hand is a devils' workshop". Therefore, sustainable solution to these problems requires both short-term, medium term and long-term approaches. While the short-term approach has to do with putting food on the table of the most vulnerable ones, the medium-term approach relates with creating employment opportunity for citizenry as well as an enabling and conducive environment for prospective investors and employers of labour. However, the long-term approach has to do with mind changing and attitude formation orientation and programmes that will make people aware of the viable and sustainable route to becoming an industrialist, employer and self-reliant citizens.

The Federal Government of Nigeria has been adopting various short and medium term approaches to tackle the menace of unemployment and poverty in Nigeria through palliative measures and Social Investment Programmes (SIP), i.e. Conditional Cash Transfer (CCT), Trader's Money, Farmers' Money, Anchor Borrowers Programme (ABP), N-Power and National Home Grown School Feeding Programme (NHGSFP). However, the long-term approach, which requires attitude formation and direction of interest towards

entrepreneurship as the only means of becoming a self-reliant citizen is not given its desired attention.

Ajagbe (2014) considers entrepreneurship studies to be a way of providing the learners with the knowledge, skills, and motivations that will encourage them succeed in entrepreneurial activities in a variety of settings. Therefore, It is indeed an important aspect of lifelong learning. That is, the studies will be able to offer to the learners the tools that will enable them think creatively, analyze a business idea objectively, solve problems effectively, and contribute optimally to the society irrespective of age, gender, and ethnicity. According to Bubou and Okrigwe (2011), the benefit of entrepreneurship studies is to make learners feel more confident about setting up their own business since it is oriented towards different ways of realizing opportunities.

Studying entrepreneurship would provide learners with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Ajagbe, 2014). Koko and Ikpesu (2009) quoting Onstenk opined that even if entrepreneurship studies does not turn learners into entrepreneurs, it will create awareness in them and prepare them better for future challenges. Therefore, entrepreneurship studies is a learning experience that makes learners to acquire requisite knowledge, skills and attitude needed to explore the world and contribute meaningfully towards solving the problem of unemployment and poverty. Through entrepreneurship studies, learners are prepared to identify their future prospects in life and be able to pursue that vision.

The role of primary education in the formation of attitude and direction of interests towards entrepreneurship studies as the sustainable means of overcoming unemployment and poverty in the long-run cannot be over emphasized. According to the National Policy on Education (FRN, 2012), primary education is the education given in institutions for children aged 6 -11 plus. The primary education is the first six years of the nine years of basic education using the Universal Basic Education (UBE) standard. This stage of education is often addressed as elementary education and it relates to the development of children's cognitive at early age.

In the early years of life, we may lay the foundations for dependency or self-reliance, poverty or riches, idleness or industry, employees or employers by the type of orientation and awareness of children while in primary school. This is why there has been general outcry for the inclusion of entrepreneurship studies in primary school curriculum, to make the young children aware of entrepreneurship right from primary school level. Udoh and Akpan (2014) opined that school programs especially the elementary schools needs to be relevant, practical and comprehensive and that interests and abilities should influence pupils' choice in the acquisition of appropriate skills, abilities and competences needed to live peacefully and contribute meaningfully to the societal growth and development.

The National Education Research and Development Council (NERDC), acceding to the quest for qualitative basic education in Nigeria by concerned stakeholders introduced entrepreneurship studies into senior primary school curriculum (primary 4 – 6) in 2013 with the sole motive of creating changes by catching them young (NERDC, 2014). This study seeks to examine how the teaching of the subject when eventually implemented

would influence the mindset of pupils in entrepreneurial activities, which is one of the viable and sustainable solutions to the present Nigeria predicament.

### Research Questions

The following questions were raised to guide the study:

- i. Why would implementation of entrepreneurship studies in primary school influence pupils' entrepreneurial awareness in Lagos State?
- ii. Why would implementation of entrepreneurship studies in primary school influence pupils' attitude towards entrepreneurial activities in Lagos State?

### Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- i. There is no significant difference in the perception of vocational and non-vocational teachers as regards implementation of entrepreneurship studies in primary school and pupils' entrepreneurial awareness in Lagos State.
- ii. There is no significant difference in the perception of vocational and non-vocational teachers as regards implementation of entrepreneurship studies in primary school and pupils' attitude towards entrepreneurial activities in Lagos State.

### Methodology

Non-experimental design involving descriptive design of the survey type was employed for the purpose of this study. Population consisted of 138 and 97 vocational educators as well as 558 and 306 non vocational educators in Epe and Ibeju-Lekki Local Government Areas of Lagos State respectively, making 1099 in total. In order to give all the eligible respondents equal chance to participate in the study, simple random sampling technique was used to select 58 vocational educators and 87 non-vocational educators, making 145 respondents in total as shown in table 1 below:

**Table 1: Selection of Respondents**

S/N	Local Govt. Edu. Authority (LGEA)	Number of Schools	Vocational Teachers	Participants	Non-Vocational Teachers	Participants
1	Epe	74	138	34	558	56
2	Ibeju-Lekki	40	97	24	306	31
Total		114	235	58	864	87

**Source:** *Epe and IbejuLekki Local Government Education Authority (LGEAs)* Structured questionnaire developed by the researchers and validated by experts in the field of measurement and evaluation was the source of data collection. The reliability of the instrument was determined by administering 10 sets of questionnaire to 10 vocational teachers, who were not part of the main study. Their responses were subjected to Cronbach Alpha method, which yielded the coefficient alpha value of 0.82. The instrument was administered to the respondents by the researchers, with the help of two trained research

assistants for a period of three weeks. Out of the total questionnaires distributed, 134 respondents responded and returned their questionnaires representing 92% of the sample size. The data collected from the respondents were analyzed using mean and standard deviation to answer the research questions, while t-test statistical technique was used to test the hypotheses at 0.05 level of significance. The decision rule for answering the research questions was based on any calculated mean scores equal to, or greater than 2.50 was regarded as agreed, while any calculated mean scores less than 2.50 was regarded as disagreed. Furthermore, if the t-value is less than or equal to t-calculated, the null hypothesis is not retained, but if the t-value is greater than t-calculated, the null hypothesis is retained.

## Results

**Research Question 1:** Why would implementation of entrepreneurship studies in primary school influence pupils' entrepreneurial awareness in Lagos State?

**Table 2: Mean Response of Vocational and Non-Vocational Educators on Implementation of Entrepreneurship Studies in Primary School and Pupils' Entrepreneurial Awareness in Lagos State**

S/N	Statement	SA	A	D	SD	Mean	SD
1	Implementation of entrepreneurship studies in primary schools would make the young pupils aware of entrepreneurship traits and values.	73 (54.5%)	46 (34.3%)	7 (5.2%)	8 (6%)	3.37	0.83
2	Implementation of entrepreneurship studies in primary schools will arouse the pupils' interest towards entrepreneurship.	58 (43.3%)	69 (51.5%)	4 (3%)	3 (2.2%)	3.36	0.65
3	Implementation of entrepreneurship studies in primary schools is the best way for aiding pupils' awareness in Arts and Crafts.	75 (56%)	51 (38%)	6 (4.5%)	2 (1.5%)	3.49	0.65
4	Pupils' awareness in buying and selling can be facilitated through the teaching of entrepreneurship studies at the primary school level.	61 (45.5%)	60 (44.8%)	9 (6.7%)	4 (3%)	3.33	0.73
5	Teaching of entrepreneurship studies in primary schools will make students aware of principle of trade and commerce.	81 (60.5%)	46 (34.3%)	4 (3%)	3 (2.2%)	3.53	0.67

Table 2 reveals that 88.8% of the respondents agreed that implementation of entrepreneurship studies in primary schools would make the young pupils aware of entrepreneurship traits and values with mean rating of 3.37. Also, 94.8% agreed that implementation of entrepreneurship studies in primary schools will arouse the pupils' interest towards entrepreneurship with mean rating of 3.36. Furthermore, 94% of the respondents also agreed that implementation of entrepreneurship studies in primary schools is the best way for aiding pupils' awareness in Arts and Crafts with the mean rating of 3.49. Similarly, 90% of the respondents agreed that pupils' awareness in buying and selling can be facilitated through the teaching of entrepreneurship studies at the primary school level with the mean rating of 3.33. Finally, 95% of the respondents agreed that teaching of entrepreneurship studies in primary schools will make students aware of principle of trade and commerce with the mean rating of 3.53. This implies that implementation of entrepreneurship studies in primary schools would influence pupils' entrepreneurial awareness in Lagos State.

**Research Question 2:** Why would implementation of entrepreneurship studies in primary school influence pupils' attitude towards entrepreneurial activities in Lagos State?

**Table 3: Mean Response of Vocational and Non-Vocational Educators on Implementation of Entrepreneurship Studies in Primary School and Pupils' Attitude towards Entrepreneurial Activities in Lagos State**

S/N	Statement	SA	A	D	SD	Mean	SD
6	Primary schools pupils will embrace the teaching of entrepreneurship studies in primary schools.	64 (47.8%)	52 (38.8%)	16 (11.9%)	2 (1.5%)	3.33	0.74
7	Primary school pupils' inquisitiveness will make the teaching of entrepreneurship studies easier for primary school teachers.	72 (53.7%)	61 (45.5%)	1 (0.7%)	0 (0%)	3.53	0.51
8	Primary school pupils will love to participate in creative activities.	62 (46.3%)	68 (50.8%)	1 (0.7%)	3 (2.2%)	3.41	0.63
9	Primary school pupils would like to be involved in practical aspects of entrepreneurship lessons.	81 (60.4%)	45 (33.6%)	4 (3%)	4 (3%)	3.51	0.70
10	Primary school pupils would develop positive attitude towards entrepreneurship studies if implemented in primary schools.	72 (53.7%)	59 (44.0%)	2 (1.5%)	1 (0.8%)	3.51	0.57

Table 3 reveals that 86.5% of the respondents agreed that primary school pupils would embrace the teaching of entrepreneurship studies in primary schools with mean rating of 3.33. Also, 99.3% agreed that primary school pupils' inquisitiveness will make the teaching of entrepreneurship studies easier for primary school teachers with mean rating of 3.53. Furthermore, 97% of the respondents also agreed that primary school pupils would love to participate in creative activities with the mean rating of 3.41. Similarly, 94% of the respondents agreed that primary school pupils would like to be involved in practical aspects of entrepreneurship lessons with the mean rating of 3.51. Finally, 97.8% of the respondents agreed that primary school pupils would develop positive attitude towards entrepreneurship studies if implemented in primary schools with the mean rating of 3.51. This implies that implementation of entrepreneurship studies in primary schools would make pupils to develop positive attitude towards entrepreneurship studies right from the elementary stage.

### Hypothesis One (H<sub>01</sub>)

There is no significant difference in the perception of vocational and non-vocational teachers as regards implementation of entrepreneurship studies in primary school and pupils' entrepreneurial awareness in Lagos State.

**Table 4: T-Test Analysis of the Perception of Vocational and Non-Vocational Teachers as Regards Implementation of Entrepreneurship Studies in Primary School and Pupils' Entrepreneurial Awareness in Lagos State**

Variables	Mean	SD	N	F	t-cal	t-table	Decision
Vocational Educators	16.89	.320	55	132	-7.160	1.960	Retain H <sub>01</sub>
Non-vocational Educators	17.56	.640	79				

Table 4 indicates that the table value of 1.960 at 0.05 level of significance with degree of freedom of 132 is greater than the calculated value of -7.160. Therefore, the null hypothesis was thereby retained. This implies that there is no significant difference in the perception of vocational and non-vocational teachers as regards implementation of entrepreneurship studies in primary school and pupils' entrepreneurial awareness in Lagos State.

### Hypothesis Two (H<sub>02</sub>)

There is no significant difference in the perception of vocational and non-vocational teachers as regards implementation of entrepreneurship studies in primary school and pupils' attitude towards entrepreneurial activities in Lagos State.

**Table 5: T-Test Analysis of the Perception of Vocational and Non-Vocational Teachers as Regards Implementation of Entrepreneurship Studies in Primary School and Pupils' Attitude towards Entrepreneurial Activities in Lagos State**

Variables	Mean	SD	N	F	t-cal	t-table	Decision
Vocational Educators	17.13	.598	55	132	-2.984	1.960	Retain H <sub>02</sub>
Non-vocational Educators	17.39	.411	79				

Table 5 indicates that the table value of 1.960 at 0.05 level of significance with degree of freedom of 132 is greater than the calculated value of -2.984. Therefore, the null hypothesis was retained. This implies that there is no significant difference between the perception of male and female vocational teachers on implementation of entrepreneurship studies in primary school and pupils' attitude towards entrepreneurial activities in Lagos State.

#### **Discussion of Findings**

The finding of the study revealed that implementation of entrepreneurship studies in primary schools would influence pupils' entrepreneurial awareness in Lagos State. This finding support the Koko & Ikpesu (2009), who opined that even if entrepreneurship studies did not turn learners into entrepreneurs, it will create awareness in them and prepare them better for future challenges.

The finding of the study also revealed that implementation of entrepreneurship studies in primary schools would make pupils to develop positive attitude towards entrepreneurship studies right from the elementary stage. This finding supported the opinion of Abderrahman (2016) that teaching entrepreneurship studies at early ages to pupils in primary schools as well as providing them with the adequate exposure to entrepreneurial activities can contribute to instilling the entrepreneurial spirit in them. That is, implementation of the subject could be effective in the formulation of pupils' attitude towards entrepreneurial activities.

#### **Conclusion**

As clearly revealed from the findings, implementation of entrepreneurship studies in primary schools would serve as a catalyst for providing long-term and sustainable solution to the perennial problem confronting Nigeria as a Nation. It is a veritable tool for laying a solid foundation for entrepreneurial activity in the mind of the children, who are the leader of tomorrow. Therefore, implementation of the subject in the primary school should be facilitated to compliment the current short and medium term approaches towards total eradication of unemployment and alleviation of poverty compounded by covid-19 pandemic in Nigeria.

### Recommendations

The following recommendations are made based on the findings of the study:

1. Government should adopt an effective strategy in the implementation of entrepreneurship studies in primary schools. This would make the young pupils aware of entrepreneurship traits and values as well as arouse the pupils' interest towards entrepreneurship.
2. Non-governmental organizations and parent forums should complement the effort of the government in the provision of appropriate materials and facilities that will make the pupils to embrace the teaching of entrepreneurship studies in primary schools and formulate good attitude towards the subject

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