



# Assessment of the Implementation of Trade/Entrepreneurship Curricula in Senior Secondary Schools as a Veritable Tool towards Youth Empowerment in Kano State, Nigeria

Aminu Wudil Yusuf<sup>1</sup>

<sup>1</sup>Department of Educational Foundation and Curriculum, Ahmadu Bello University, Nigeria

Received 08 Feb. 2018, Revised 13 June 2018, Accepted 28 June 2018, Published 01 July 2018

**Abstract:** This descriptive study assessed the implementation of Trade/Entrepreneurship curricula in senior secondary schools in Kano State, Nigeria with the aim of assessing the extent to which such implementation empowered students for self-employment. The objectives of the study were to assess the entrepreneurship skills that students had acquired and identify the products they had successfully produced for sale in Kano State. The population of the study was the entire senior secondary school three (SS3) students offering Trade/Entrepreneurship in Kano State, which are 43,154. A sample of 380 students was selected using simple one-way cluster sampling techniques. The data was collected using a questionnaire entitled *Questionnaire for Assessment of the Implementation of Trade/Entrepreneurship Curricula in Senior Secondary Schools (QAITECSSS)*. The descriptive statistics of arithmetic mean, standard deviation, and bar chart were used to answer the research questions; while for inferential analysis, chi square was used to test the research hypotheses at 0.05 level of significance. Findings revealed that students had learnt significant skills and knowledge in all of the four trade/ entrepreneurship subjects offered to them in Kano State. In addition, the quantity of products students produced for sale was identified as limited/small. This study recommends, among other things, that the government should provide enough practical facilities to boost students' production for sale.

**Keywords:** Entrepreneurship Skills, Youth Empowerment, Senior Secondary School, Kano State.

## 1. INTRODUCTION

Nigeria is a nation that is endowed with vast human and material resources, which are scattered across the thirty-six states in the country. These endowments make Nigeria the biggest black nation in the world and, therefore, the expectation is that it ought to have a very strong economy capable of employing almost all its employable citizens. However, a majority of youths in Nigeria are unemployed and the unemployment rate is alarming (Danjós & Ali, 2014). The citizens are still struggling to survive due to economic hardships in the country. Youth unemployment is a worldwide phenomenon that occurs mostly in developing countries, with associated economic, political, psychological, and social consequences, such as illegal migration, insurgency, arm robbery, militancy, restiveness, ethno-political clashes etc. Tergungwe (2013) posited that lack of government encouragement for vocational and technical education, as well as, entrepreneurial development has contributed to unemployment in Nigeria. This calls for the educational system to undergo some changes and reforms, purposely to

address these problems that challenge the Nigerian society. Some of these needed reforms are in the areas of policy, objectives, content, and methods. The federal government of Nigeria (2013) modified the broad aim and objectives of secondary school education in such a way that, on completion of the three years of senior secondary education, every graduate/recipient would be well prepared for higher education and would have acquired as well relevant trade/entrepreneurship skills needed for poverty eradication, job creation, and wealth generation.

Trade/Entrepreneurship education is not a new concept but rather it has gained popularity since a very long time (Kirkley, 2017). Entrepreneurship is a dynamic process of vision, change and creation. It involves doing things that are not generally done in the ordinary course of business or routine; it is essentially a phenomenon that comes under the wide aspect of leadership (Folahan and Omoriyi, 2006). No wonder, then, that Ezeani (2012) posited that entrepreneurship education should become a mainstream activity in education to enable transformations to take place rapidly in the Nation. On the other hand, Banabo and



Ndiomu (2011) viewed entrepreneurial development as a panacea for increased employment opportunities in the economy and recommended that it should be regarded as a function of education. To actualize the new senior secondary school objective, the Nigerian Educational Research and Development Council (2008), introduced 34 trade/entrepreneurship subjects of which each senior secondary school student should take at least one. Each school is expected to choose a specified number of entrepreneurship subjects in relation to what is obtainable in its immediate environment and then offer these subjects to its students. In Kano State, four trade/entrepreneurship subjects are offered: Animal Husbandry, Catering Craft, Fisheries, and Leather Work. In spite of the introduction of these subjects and the adoption of related policies in Nigeria to facilitate employment and wealth generation, nothing tangible has yet been achieved in that direction. The problem confronting the Nation has remained that of how to reduce unemployment among citizens, especially the senior secondary school graduates. Complaints are everywhere about poor academic performance and weak practical skills displayed by senior secondary school students; possibly due to improper implementation of curricula.

There are a number of components that have to be considered in the implementation of any trade/entrepreneurship curriculum. According to Brown (2012), these components are: the theoretical base that is learnt in a classroom, the practical component and the culture of entrepreneurship. All of these components need to be fulfilled in order to develop entrepreneurs. This is because when any act of teaching is done without a practical component, although some learning may take place depending on what is taught and the setting in which it is taught, the learning remains quite limited. However, when teaching is supplemented with a practical component, a lot of learning takes place and content retention is enhanced. This underscores the importance of the inclusion of a practical component in the teaching and learning of trade/entrepreneurship. In Nigeria, this practical aspect is not properly implemented, as was reported by Olokundun, Hezekiah, Stephen and Fred (2014), who explained in their research study that the “entrepreneurship program in Nigeria covers the required content but the method of teaching was not practical oriented and was void of real life situations”. Thus, the entrepreneurship program was not found to be effective at motivating secondary school students to start their own businesses. To foster entrepreneurship in secondary schools, Ejinkeonye and Chukwuone (2014) posited some strategies that include the utilization of ICT in education, the establishment and use of functional laboratories and the employment of qualified teachers.

According to Shehu (2005), Sani (2009) and Abubakar (2010), the objectives of senior secondary education curricula in Nigeria are adequately defined; the content is well-designed thematically and structured in spiral form; spread from senior secondary class 1 to senior secondary class 3, with in-built teacher and learners’ activities for each topic; nevertheless, the implementation calls for question. On the same lines, Dorothy, Ngozi, Blessing & Micheal, (2009), opined that students’ potentials are not properly channelled, as schools lack the needed facilities for effective curriculum implementation. There are inadequately qualified teachers, and where available, they tend to focus more on the theoretical aspects without handling the practical aspects adequately or effectively.

One major question among researchers is why curricula are not adequately implemented in Nigeria. It could be due to the current nature of the educational system, which is characterized by deterioration of infrastructural facilities, lack of curriculum materials, lack of qualified teachers, overcrowded classes and the like. No effective teaching and learning processes can take place under such a hostile and horrifying condition (Dauda, 2002). It is high time therefore, to look at these problems with a view to finding a lasting solution and even if, let’s say these curricula were being adequately implemented, there would still be a need for reform and development. This is because, as explained by Ben-Yunusa (2008), human desires, needs and aspirations are dynamic, meaning they change from time to time, and this has to be reflected in the curricula. Additionally, assessment follows the life pattern of our everyday life activities. It is against this background that this research study assessed the implementation of senior secondary school Trade/Entrepreneurship curricula in order to determine the extent to which it has empowered youths in Kano State, Nigeria. Specifically, the study:

1. Assessed the entrepreneurship skills that students acquire in senior secondary schools in Kano State;
2. Identified the products that senior secondary school students successfully produce for sale in Kano State.

## 2. RESEARCH QUESTIONS AND HYPOTHESES

This study posed the following research questions:

1. What entrepreneurship skills do senior secondary school students in Kano State, Nigeria acquire, which can create and lead to their self-employment?
2. What are the products that senior secondary school students successfully produce for sale in Kano State?



The following null hypotheses were tested at an alpha level of 0.05:

1. There is no significant difference in the opinions of student respondents on entrepreneurship skills they acquired in senior secondary schools of Kano State which could lead to their self-employment.
2. There is no significant difference in the opinions of student respondents on the quantity of products they produced for sale.

### 3. RESEARCH METHODOLOGY

This research study was a descriptive one using the survey approach. According to Osuala (2005), this approach seems most appropriate due to the nature of the population of the study and because it provides the researcher with an opportunity to give a detailed description of the target population. The target population for this study was forty-three thousand one hundred and fifty-four (43,154) senior secondary students in their third year (SS3) (Kano Educational Resource Department, 2017). This population is comprised of nine thousand two hundred and eighty-six (9,286) Animal Husbandry students, sixteen thousand seven hundred and twenty-one (16,721) Catering Craft students, eleven thousand nine hundred and thirty-four (11,934) Fisheries students, and five thousand two hundred and thirteen (5,213) Leather Work students. The researcher divided the entire population into fourteen (14) clusters, where each educational zone in Kano State Teachers Service Board was considered as a cluster. The sample size for this study was three hundred and eighty (380) SS3 students which comprised of eighty-two (82) Animal Husbandry students, one hundred and forty-seven (147) Catering Craft students, one hundred and five (105) Fisheries students, and forty-six (46) Leather Work students. The procedure used to derive the sample figure was through a simple one-stage cluster sampling technique. According to Neuman (2004) in Zango (2006), the justification for using cluster-sampling technique is that when a population is dispersed and there is the need for cost and time minimization, a researcher can adopt the cluster-sampling technique. The researcher selected five (5) clusters using the simple random sampling strategy.

The instrument used for data gathering in this research study was a questionnaire designed by the researcher and called the "Questionnaire for Assessment of the Implementation of Trade/Entrepreneurship Curriculums in Senior Secondary Schools" (QAITECSSS) (See Appendix A). The instrument was validated by three senior lecturers in the Faculty of Education, Ahmadu Bello University, Zaria. The

reliability coefficient of 0.86 was obtained through a pilot test in Government Secondary School Gano, which did not form the sample but formed part of the population. This implies that the instrument is reliable, as noted by Spiegel (1992).

The researcher administered the instrument to the sampled students in the selected schools and went back the following day to retrieve them. This was done with the help of two trained research assistants with a qualification of a first degree and two years working experience. The statistical tools used for data analysis were arithmetic mean, standard deviation, bar chart and chi-square.

### 4. RESULTS

For descriptive analysis, arithmetic mean, standard deviation and bar chart were used to answer the research questions; while, for inferential analysis, chi square was used to test the research hypotheses.

#### *Descriptive Analysis*

Research Question 1: What entrepreneurship skills do senior secondary school students in Kano State, Nigeria acquire, which can create and lead to their self-employment?

To answer research question one, the mean and standard deviation of the student respondents' views on the entrepreneurship skills they acquired in senior secondary schools in Kano State, were used. This is demonstrated in Table 1 below:

**Table 1: Student Respondents' Views on Entrepreneurship Skills they Acquired in School**

N	Mean	S <sup>2</sup>	Minimum	Maximum
380	91.72	88.21	3	103

From Table 1, the mean of the respondents' views was 91.72 and the standard deviation was 88.21. As can be seen, both the mean score and the standard deviation were close to the maximum value of 103 and this tends to show that students in Kano State had adequately acquired entrepreneurship skills.

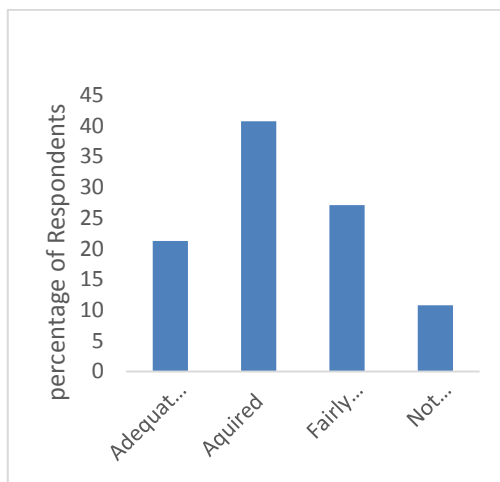


Figure 1. Respondents' Views on entrepreneurial skills students acquired in school

Figure 1 represents the student respondents' views on the skills they acquired in senior secondary schools in Kano State. The percentages of respondents that felt that they had acquired trade/entrepreneurship skills in school were 21.3% adequately acquired, 40.8% acquired and 27.1% fairly acquired. Only 10.8% indicated that they had not acquired trade/entrepreneurship skills in school.

Research Question 2: What are the products that senior secondary school students successfully produce for sale in Kano State? To answer research question two, the mean and standard deviation of the student respondents' views on the products successfully produced by students for sale, in senior secondary schools in Kano State, were used. This is demonstrated in Table 2 below:

Table 2. Respondents' Views on the products successfully produced by students for sale

N	Mean	S <sup>2</sup>	Minimum	Maximum
380	51.21	31.62	7	119

From Table 2, both the mean score and the standard deviation were not close to the maximum value of 127 and this tends to show that, the products produced by the students for sale were not adequate.

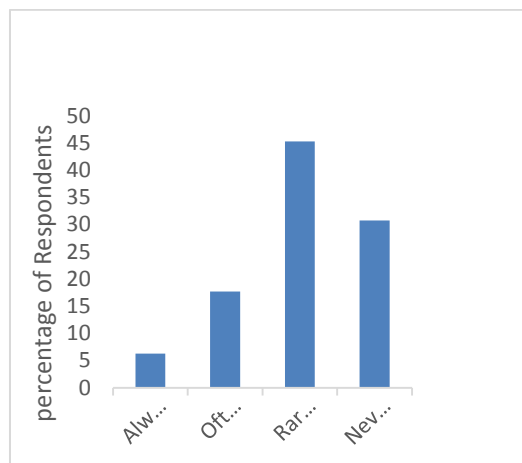


Figure 2. Respondents' Views on the products successfully produced by students for sale

Figure 2 represents the student respondents' views on the quantity of products they produced in senior secondary schools in Kano State. The percentages of students who reported that they had produced some commodities for sale were: 6.3% always produced, 17.7% produced and 45.3% rarely produced. Whereas, 30.8% indicated that they had not produced any product for sale.

**Inferential Analysis**

**H<sub>01</sub>:** *There is no significant difference in the opinions of student respondents on entrepreneurship skills they acquired in senior secondary schools of Kano State that could lead to their self-employment.*

The statistical tool used to analyse Hypothesis 1 is the chi-square of the student respondents' views on entrepreneurship skills they acquired in school, as represented in Table 3 below:

Table 3. Chi-Squire Analysis on entrepreneurship skills students acquired in school

N	χ <sup>2</sup>	P-Value	Df	alpha	Decision
380	107.31	0.043	81	0.05	Rejected

From Table 3, the chi-square test showed that the p-value (0.043) was less than alpha (0.05). This shows that, there was a significant difference between observed and expected frequencies. Therefore, hypothesis one which states that *There is no significant difference in the opinions of student respondents on*



*entrepreneurship skills they acquired in senior secondary schools of Kano State which could lead to their self-employment* is rejected. This indicates that, students in senior secondary schools in Kano State adequately acquired entrepreneurship skills in senior secondary schools, which can lead to their self-employment.

**Ho<sub>2</sub>:** *There is no significant difference in the opinions of student respondents on the quantity of products they produced for sale.*

The statistical tool used to analyse Hypothesis 2 was the chi-square of the student respondents' views on the products they successfully produced for sale, as demonstrated in Table 4 below:

**Table 4. Respondents' Views on the product successfully produced by students for sale**

N	$\chi^2$	P-Value	Df	alpha	Decision
380	84.41	0.332	81	0.05	Accepted

From Table 4, the chi-square test showed that the p-value (0.332) was greater than alpha (0.05). The result here shows that there was no significant difference between observed and expected frequencies. Therefore, hypothesis 2 which states that *There is no significant difference in the opinions of student respondents on the quantity of products they produced for sale* is accepted. This implies that, the products produced by students for sale in senior secondary schools in Kano State were not adequate.

## DISCUSSION

The study aimed at assessing the implementation of Trade/Entrepreneurship curricula in senior secondary schools in Kano State, with the aim of determining the extent to which such implementation empowered students for self-employment. The test of hypothesis 1 in the study revealed that there was a significant difference in the opinions of student respondents on the entrepreneurial skills they acquired in senior secondary schools in Kano State. The student respondents' views showed that they had adequately acquired trade/entrepreneurship skills, which can enable them to become self-employed after completion of secondary school education. This finding corroborates the research of Ofoha (2011), who posited that Nigerian secondary school students acquire significant self-employable entrepreneurship skills in some trade/entrepreneurship subjects.

The second finding of this research indicated that there is no significant difference in the opinions of student respondents on the quantity of products they produced for sale in secondary school. Additionally, the respondents' views showed that the quantity of products produced by students for sale is very limited/slow. This finding agrees with Ofoha, Uchegbu, Anyike, and Nkendirim (2009), who found that students' entrepreneurial capability was significantly low, as there was no significant production of marketable goods and services, to demonstrate their practical knowledge.

## CONCLUSION

This study assessed the implementation of trade/entrepreneurship curricula in senior secondary schools as a veritable tool towards youth empowerment in Kano State, Nigeria. It revealed that senior secondary school students adequately acquire trade/entrepreneurship skills in school, which can enable them to become self-employed. However, in terms of the practical aspects of the trade/entrepreneurship curricula, these are not emphasized enough and are deficient, since the quantity of the products produced by the students for sale is very limited/small. The significance of this study is that Kano State and Federal Government at large would know through it the level of the implementation of the Trade/Entrepreneurship curriculum and, as a result, make reviews of the implementation of the practical aspects of the curriculum. Researchers could also find this paper useful by building on this work to assess the quality of the products produced by senior secondary students.

## RECOMMENDATIONS

Based on the findings of this study, the researcher recommends that:

1. Kano State government should provide enough practical facilities to boost production for sale.
2. There is a need for Kano State Government to employ more qualified Trade/Entrepreneurship teachers, who can effectively fill the gap in delivering the practical aspects of the curricula.
3. Furthermore, there is a need to retrain the existing teachers in the system, in order to improve the quality of teaching of the trade/entrepreneurship subjects.



## REFERENCES

- Abubakar, Z. (2010). *A study of the implementation of mathematics curriculum in senior secondary schools in Kano state*. (Unpublished master's thesis). Bayero University, Kano.
- Banabo E, Ndiomu K (2011). Entrepreneurship and entrepreneurial education: Strategy for sustainable development. *Asian Journal of Business Management*, 3(3), 192 – 202.
- Ben-Yunusa, M. (2008). *Issues on curriculum*. Zaria: Yag Enterprises.
- Brown, M. J. M. (2012). *Entrepreneur education assessment in secondary schools* (Master's thesis, University of Pretoria). Retrieved from [https://www.google.com.ng/url?q=http://eprints.covenantuniversity.edu.ng/3311/1/An%2520assessment%2520of%2520the%2520taught%2520entrepreneurship%2520program.pdf&sa=U&ved=2ahUKewj8jeLC\\_PYAhXmKsAKHRveCGQOFjAAegOIERAB&usg=AOvVaw3Z4RUYPBPGZDwOHhJocPFG](https://www.google.com.ng/url?q=http://eprints.covenantuniversity.edu.ng/3311/1/An%2520assessment%2520of%2520the%2520taught%2520entrepreneurship%2520program.pdf&sa=U&ved=2ahUKewj8jeLC_PYAhXmKsAKHRveCGQOFjAAegOIERAB&usg=AOvVaw3Z4RUYPBPGZDwOHhJocPFG).
- Danjos D. D. & Ali S. Y. B. (2014). Implications of unemployment on sustainable development. *International Journal of Public Administration and Management Research*, 2(2), 56-65. Retrieved from [www.rcmss.com](http://www.rcmss.com).
- Dauda, A. (2002). *State education in northern Nigeria*. Gidan-Dabino Publishers: Kano.
- Dorothy, O.; Ngozi, U. C.; Blessing, A. & Micheal, N. (2009). *A critical appraisal of the mode of implementation of Nigerian secondary school curriculum: towards socio-economic empowerment of youth*. ERNWACA Research Grants Programme. Retrieved from [www.Racare.Org](http://www.Racare.Org).
- Ejinkeonye, U. B. & Chukwuone, C. A. (2014). Strategies for fostering entrepreneurship education in home economics at secondary school level in Anambra state, Nigeria. *Journal of Education and Practice*, 5(19), 51-55. Retrieved from <https://www.google.com.ng/url?q=http://www.iiste.org/Journals/index.php/JEP/article/viewFile/13945/14097&sa=U&ved=2ahUKewj7vbfvffYAhUG6RQKHZMAAuIQFjAAegOIExAB&usg=AOvVaw1tHr1lVeOmtrWDD4cGj14o>.
- Ezeani, N. S. (2012), Application of entrepreneurship education: A panacea for effective secondary schools management in Nigeria. *Singaporean Journal Of business Economics and management studies*, 1(5), 27-47. Retrieved from [https://www.google.com.ng/url?q=http://www.singaporeanjbem.com/pdfs/SG\\_VOL\\_1\\_\(5\)/4.pdf&sa=U&ved=2ahUKewihgp312\\_fYAhWdtRQKHYSNCOMQFjAJegQICRAB&usg=AOvVaw32q9\\_z4MtBLW-JxfN0sudl](https://www.google.com.ng/url?q=http://www.singaporeanjbem.com/pdfs/SG_VOL_1_(5)/4.pdf&sa=U&ved=2ahUKewihgp312_fYAhWdtRQKHYSNCOMQFjAJegQICRAB&usg=AOvVaw32q9_z4MtBLW-JxfN0sudl).
- Federal Government of Nigeria, (2013). *National policy on education*. Lagos: NERDC Press.
- Folahan, S.A. Omoriyi, J.O. (2006). Entrepreneurial development prospects for the modern society. *Business Education Journal*, 5(2), 59 – 71.
- Kano Educational Resource Department (2017). *Qualifying examination result analysis*. Kano: KERD Press.
- Kirkley, W. W. (2017). Cultivating entrepreneurial behaviour: entrepreneurship education in secondary schools. *Asia Pacific Journal of Innovation and Entrepreneurship*, 11(1), 17-37. doi 10.1108/APJIE-04-2017-018.
- Nigerian Educational Research and Development Council (2008). *The new senior secondary school curriculum structure at a glance*. Lagos: NERDC Press.
- Ofoha, D. (2011). Assessment of the implementation of the secondary school skill-based curriculum to youth empowerment in Nigeria. *Edo Journal of Counselling*, 4(1), 75-91.
- Olokundun, M.; Hezekiah, F.; Stephen, I. and Fred, I. (2014). An assessment of the taught entrepreneurship program in Nigerian secondary schools. *Merit Research Journal of Education and Review*, 2(11), 257-275. Retrieved from <http://www.meritresearchjournals.org/er/index.htm>.
- Osuala, E. C. (2005). *Introduction to research methodology*. Onisha: African-First Publishers Limited.
- Sani, H. (2009). *Curriculum implementation at primary school level: A study of selected model schools in Kano state*. (Unpublished master's thesis). Bayero University, Kano.
- Shehu, I.G. (2005). *An analysis of the strategies for the implementation of primary school social studies curriculum in zamfara state*. (Unpublished master's thesis). Bayero University, Kano.
- Tergungwe, S. (2013). Surviving unemployment. *Daily Trust*, 11th October.
- Zango, I. M. (2006) "Sampling in social science research" in Adamu, Y.M; Mohammed, H. & Dandago K.I. (eds). *Readings in Social Science Research*. Kano: Adamu Joji Publishers.



**APPENDIX A**

Questionnaire for  
Assessment of the Implementation of Trade/Entrepreneurship Curriculums in  
Senior Secondary Schools  
(QAITECSSS)

Dear Respondent,

Here is a questionnaire that is designed to assess the implementation of Trade/Entrepreneurship Curriculums in Senior Secondary Schools. Kindly respond to the few items that follow. Your response on this research is very vital for its success. Please be assured that all information you give will be used for this research only.

Please, fill in the blank space and tick (√) appropriate where box is provided below.

**SECTION A: Bio-Data**

Name of school.....  
Subject taught.....  
Gender: Male     male   

**SECTION B:** Kindly indicate the extent to which you acquire entrepreneurship skills and the rate you produce an article for sale.

I. The entrepreneurship skills you learnt in school are:

Adequately acquired      
Acquired      
Fairly Acquired      
Not Acquired   

II. In your school, you produce a complete article for sale:

Always      
Often      
Rarely      
Never   

**SECTION B:** Kindly indicate the extent to which you agree/disagree with the following about the entrepreneurship skills you learnt in school, using the following rating scale:

*SA* = Strongly Agree; *A*= Agree; *DA*=Disagree; *SD*=Strongly Disagree

S/NO	Entrepreneurship skills acquired	SA	A	SD	D
1	One of the most important subject you are offered is Trade/Entrepreneurship				
2	You always enjoy the Trade/Entrepreneurship class				



3	Trade/Entrepreneur topics are realistic since none of them is abstract				
4	You are going to further your education in Trade/Entrepreneurship				
5	You may not accept a government job since you adequately learnt Trade/Entrepreneurship that you can establish your self				
6	You perform very well in Trade/Entrepreneurship				
7	Trade/Entrepreneurship is a very simple subject				
8	Trade/Entrepreneurship is a good program to reduce unemployment				
9	Your favorite subject is Trade/Entrepreneurship				
10	The Trade/Entrepreneurship skills you acquire are adequately enough to teach others				

**SECTION C:** Kindly indicate the extent, which you agree or disagree with the following about the products that senior secondary school students successfully produce for sale, using the following rating scale:

**SA** = Strongly Agree; **A**= Agree; **DA**=Disagree; **SD**=Strongly Disagree

S/NO	Products that senior secondary school students successfully produce for sale	SA	A	DA	SD
1	There is a Trade/Entrepreneurship laboratory in your school				
2	You do practicums for every lesson				
3	You produce complete articles in the school for sale				
4	Total revenue from sale of articles you produce covers the cost of production				
5	You use the profit you realize from sales to buy some of your needs				
6	The Trade/Entrepreneurship you've acquired is profitable				
7	The articles you produce at school compete with those produced in the town/market				





8	You produce articles in excess such that the supply satisfies the local demand				
9	The demand for your produce in the school is effective				
10	You are ready to continue producing these articles after graduation to earn a living				