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Research Article

Assessing Teachers' Effectiveness in Implementation of Entrepreneurship Education (Animal Husbandry) Curriculum in Senior Secondary Schools in Nsukka Education Zone

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ABSTRACT

The purpose of the study was to assess teacher effectiveness in implementation of entrepreneurship education (animal husbandry) curriculum in senior secondary schools in Nsukka education zone of Enugu State, Descriptive survey research design was adopted for the study. Three research questions and two hypotheses guided the study. The population of the study was 24 respondents, which comprises of all the 16 animal husbandry teachers in public secondary schools in Nsukka education zone and eight principals of the eight public secondary schools that offer animal husbandry in Nsukka education zone. The entire population was used for the study because the number was manageable. Data was collected using questionnaire. The reliability of the instrument was determined using Cronbach Alpha. This gave reliability index of 0.980. Data collected was analyzed using frequency, percentage, mean and standard deviation. The hypotheses were tested using One-way ANOVA at 0.05 level of significance. The findings of the study showed that the teachers teaching animal husbandry in secondary school in Nsukka education zone are qualified, experienced and moderately competent; and there is no significant influence of level of qualification and experience on the competence of teachers teaching animal husbandry.

Key words: Curriculum implementation, Animal husbandry, Teacher qualification, experience and competence.

Introduction

In a dynamic society characterized by diverse technological advancement and skill development, it is indispensable to measure the effectiveness of teachers' entrepreneurship abilities with respect to the predetermined educational objectives. Entrepreneurship education is an organized teaching and training that furnishes individuals with knowledge and skills in a given occupation or vocations which will make the individuals become organizers and managers of a business venture. Entrepreneurship education in the words of Obilo, Akuakanwa and Umeh (2017) is a branch of teaching and learning that is devoted to production and promotion of entrepreneurs. In school, learners go through the entrepreneurship education curriculum to acquire entrepreneurship skill in various entrepreneurship subjects. These entrepreneurship subjects at the senior secondary schools are: auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning and refrigeration, welding installation and maintenance work, radio, TV and electronic servicing, block laying, brick laying and concrete work, painting and decoration, plumbing and piping, machine woodwork, carpentry and joinery, furniture making, upholstery, catering craft practice, garment making, clothing and textile, dying and bleaching, printing craft practice, cosmetology, photography, mining, tourism, leather goods manufacturing and repairs, stenography, data processing, store keeping, book keeping, GSM maintenance and repairs, fishery, marketing, salesmanship and animal husbandry (FRN, 2014).

Animal husbandry is a branch of agriculture that focuses on animals that are raised for meat, milk, eggs and other things that could be got from animals. According to Ogbonna (2017) animal husbandry is the art and science of rearing farm animals for human use, which involves housing, feeding, health care, breeding, processing and marketing of livestock for human consumption. Teaching of animal husbandry will make students acquire skills that will make them employable and reduce unemployment and poverty. In Nsukka Education Zone, for instance, poverty and unemployment rate are quite alarming. People go about hungry and school leavers carry certificates about without jobs. This is because school leavers in Nsukka Education Zone do not have employable skills, for that, they can neither be employed nor employ others. This is why in Nsukka education zone, there is drastic rural-urban migration, poverty, increase in the number of dependable people and also high rate of crime (Falade, 2015).

It is surprising that for over a decade entrepreneurship education (animal husbandry) is integrated into the senior secondary school curriculum (NPE, 2014), unemployment situation in this area, which entrepreneurship education came to tackle, still remains. Probably, the teaching of animal husbandry curriculum is not effective. For effective teaching and learning of animal husbandry curriculum; competent teachers must be available. Teachers play very crucial role for effective curriculum implementation. No country can have a meaningful development without the teacher. It is the teacher that turns policies and educational objectives to realities. Sanusi and Opeyemi (2017) said that for any curriculum to be implemented, the implementer must be qualified, but the major problem of Nigerian curriculum implementation is lack of available qualified teachers. Hence, Ogwu and Chukwu (2017) advocated that there can be no meaningful socio-economic and political development in any country without teachers; and that educational planner may have the best educational policies and designs, with government voting the largest sum of its revenue to education but the ultimate realization of any set of aims for education depends on the teacher. On the importance of teacher qualification, Ugwude, Ugwude and Bosah (2019) contend that a professional and qualified teacher is needed for curriculum implementation and the qualified teacher should have a general background in education, the teacher should be a master in their field, and also have a general knowledge in other areas.

For a teacher to be qualified to teach entrepreneurship in senior secondary school, the teacher must possess at least a bachelor degree in Vocational Technical Education and the teacher must has gone through general courses in computer, entrepreneurship among others. This will enable them teach entrepreneurship curriculum. The teacher should also possess some personal qualities that would enable learners follow and enjoy the lesson. In agreement with the above, Akpa (2000) posited that a good teacher must be adaptive, flexible, dependable, co-operative, considerate, enthusiastic, open minded, industrious and resourceful. In addition, teachers should have a measurable knowledge, good health, leadership qualities and scholarship thereby making the teacher prepared to face the teaching task implementing entrepreneurial education curriculum may easily be accomplished when the available teachers are competent.

Teachers' competence is the sum of the qualities, abilities, exposure and knowledge of a teacher in delivering the lesson. In the words of Onuoha and Igbokwe (2019), teacher competence is the qualities, attitudes, skills and knowledge of a teacher towards discharging the teaching tasks. Competence accounts for efficient use of knowledge and skills, and everything that is needful for successful lesson delivery. Onuoha and Igbokwe (2019) pointed out various competences that make up teacher competence as: Curriculum competencies (actual teaching, evaluation and innovation in teaching).Research competencies (teacher development in their career) Emotional competencies (has to do with teacher emotions towards teaching and towards the learners), Socio-cultural competencies (knowledge about the social and cultural background of the learner).Life - long competencies (ability to learn continuously and develop the learners for life- long abilities). Communication competencies (pedagogical gestures needed for effective communication).ICT competencies (ability to use ICT in lesson delivery) and Environmental competencies (knowledge and skills about environmental management). Field competencies (students centredness, students are encouraged to experience what they are taught). Entrepreneurship education comes under field competence. Here teachers make learners to experience and practice what they learnt in the class room. Apart from competence or capability of teachers in implementing a curriculum, teacher qualification could also deter this task of teaching.

Qualification of teachers is determined by certification, knowledge and skills acquired over the years through training. Teachers' qualification enhances effective implementation of a curriculum (Ezema, 2021). A qualified teacher has a wide educational background and has an adequate and professional knowledge in his field of teaching to enable the teacher respond to the needs of the learners. Nbina (2012) is of a view that chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. On the contrary, Ukwuezeh, Ogwu and Egbe (2017), are of the opinion that qualification does not have much to do with teaching effectiveness, probably because some qualified teachers focus more on their qualification and their certification and refuse to adapt to changes in a dynamic society. The authors added that productive teaching may depend teachers' experience.

Experience is the number of years that one has spent in a particular endeavour. Teachers' experience may influence curriculum implementation greatly. A teacher that has taught for about six years should have gathered much knowledge and could be said to be experienced. Experienced teachers leverage on their experience to enhance implementation of the curriculum and educational policies. As teaching experience of a teacher increases; the teaching skill also increases (Swando, 2016). However, over a decade entrepreneurship education (animal husbandry) was integrated into the senior secondary school and it is expected that school

graduates should have established their own livestock farms all over the place thereby reducing unemployment and poverty. The reverse is the case because school graduates still roam around the street with certificates without employable skills, so they can neither employ themselves or employed. One begins to wonder what the problem could be, could it be that the teachers implementing the animal husbandry curriculum are not efficient? Thus, this study therefore assesses teacher effectiveness in teaching animal husbandry curriculum in senior secondary schools in Nsukka education zone

Research Questions

1. What is the qualification of teachers teaching animal husbandry in senior secondary schools in Nsukka Education zone?
2. What is the experience of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone?
3. What is the competence of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone?

Hypotheses

1. Teachers' qualification does not have significant influence on the competence of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone.
2. Teachers' experience does not have significant influence on the competence of teachers teaching animal husbandry in Nsukka Education Zone

Methodology

This study adopted the descriptive survey research design and it was carried out in Nsukka Education zone of Enugu state, Nigeria. The population of this study was 24 respondents, which comprised all the 16 animal husbandry teachers in public secondary schools in Nsukka Education Zone and all the eight principals of eight public secondary schools that offer animal husbandry in Nsukka Education Zone. The entire population formed the sample because the number is manageable. The instrument used for data collection was researcher developed Teachers' questionnaire which was made up of two sections (A&B). Section A contains the demographic information of the respondents, which include: Qualification, area of specialization and year of experience. Section B is on the level of teachers' competence with three clusters and a total of 90 items. Cluster one is on skills in poultry production and it contains 34 items, cluster two is on skills in pig production and it contains 43 items, cluster three is on teaching skills and it contains 13 items. The instruments for data collection were face validated by three experts and the reliability of the instruments was ascertained through trial- testing of the instruments using 6 animal husbandry teachers from Obollo Education Zone. The reliability coefficient was 0.98 using Cronbach's alpha. The data collected was analyised using frequency counts, and percentages, mean and standard deviation to answer research questions

Result

The results of the data collected and analyzed for the research are presented thus:

Research Question One: What is the qualification of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone?

Table 1: Frequency distribution of qualification of teachers teaching animal husbandry in senior secondary schools (16)

Teachers' level of qualification	Frequency	Percentage
NCE(Agriculture)	1	6.2
B. Ed (Agriculture)	8	50.0
B. Sc	3	18.8
M.Ed (Agriculture)	4	25.0
Total	**16**	**100.0**

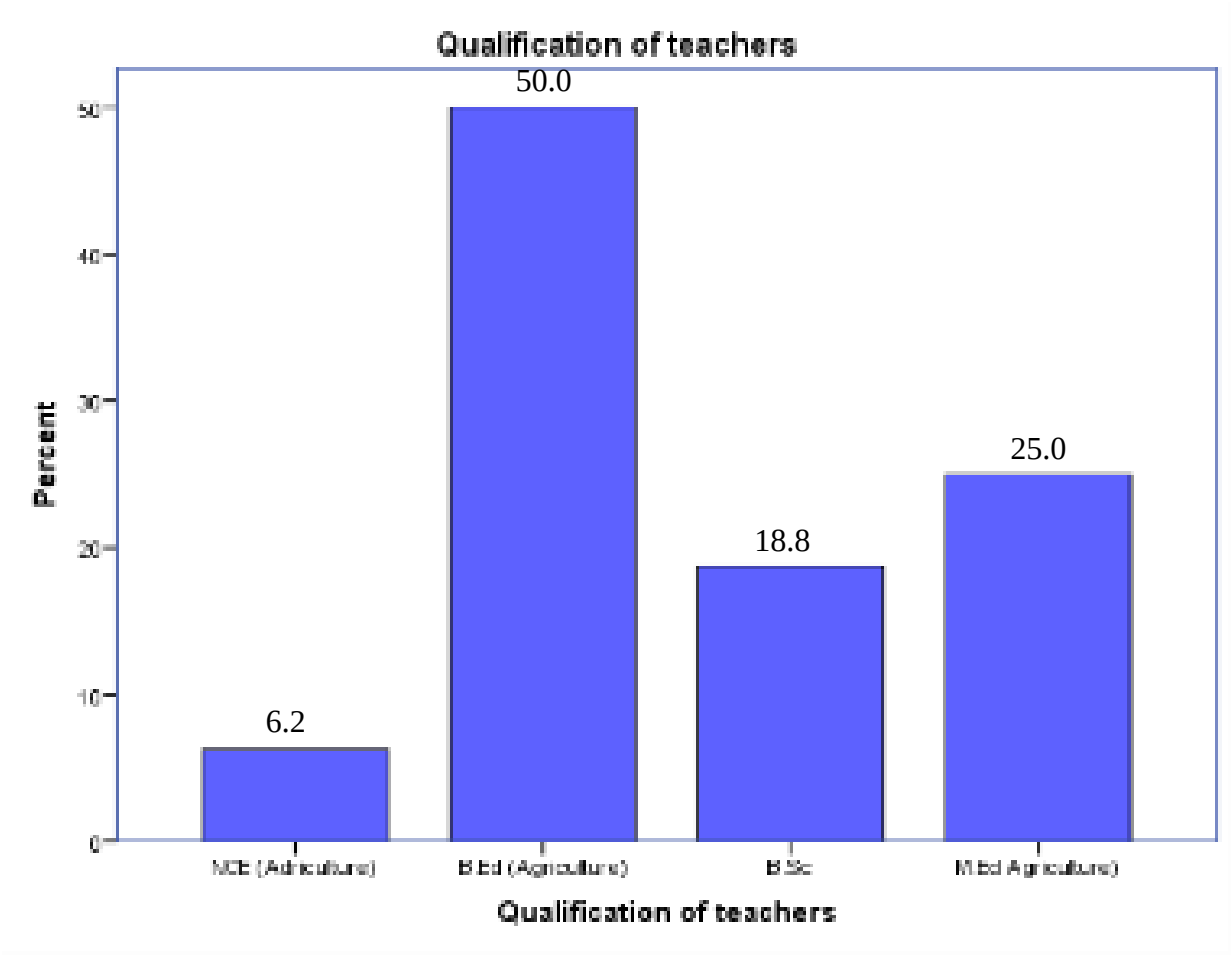

Figure 2: Bar chart showing teachers' qualification

Result in Table 1 shows the frequency distribution and percentages of level of qualification of teachers teaching animal husbandry in Nsukka Education Zone of Enugu state, Nigeria. Teachers teaching animal husbandry have the following qualification ranging from BA (Agriculture) 8 (50%), M.Ed (Agriculture) 4 (25%), B.Sc 3 (18.8), NCE (Agriculture) 1 (6.2%). The same result is also shown in figure 2 using a bar chart. In the bar chart the teacher with NCE (Agriculture) is 6.2%, those with BA (Agriculture) is 50%, those with B.Sc is 18.8% while those with M.Ed (Agriculture) is 25%. So, B.Ed (Agriculture) 50% and M.Ed (Agriculture) 25% are qualified, hence 75% of the teachers are qualified.
The result based on teachers' level of qualification indicates that teachers are qualified as 75% of the teachers are qualified.

Research Question Two: What is the experience of teachers teaching animal husbandry in senior secondary schools in Nsukka education zone?

Table 2: Frequency distribution of experience of teacher teaching animal husbandry in Nsukka education zone

Teachers' level of experience	Frequency	Percentage
1 – 5 years	1	6.3
6 – 10 years	9	56.9
11 – 15years	3	18.4
16 years and above	3	18.4
Total	**16**	**100**

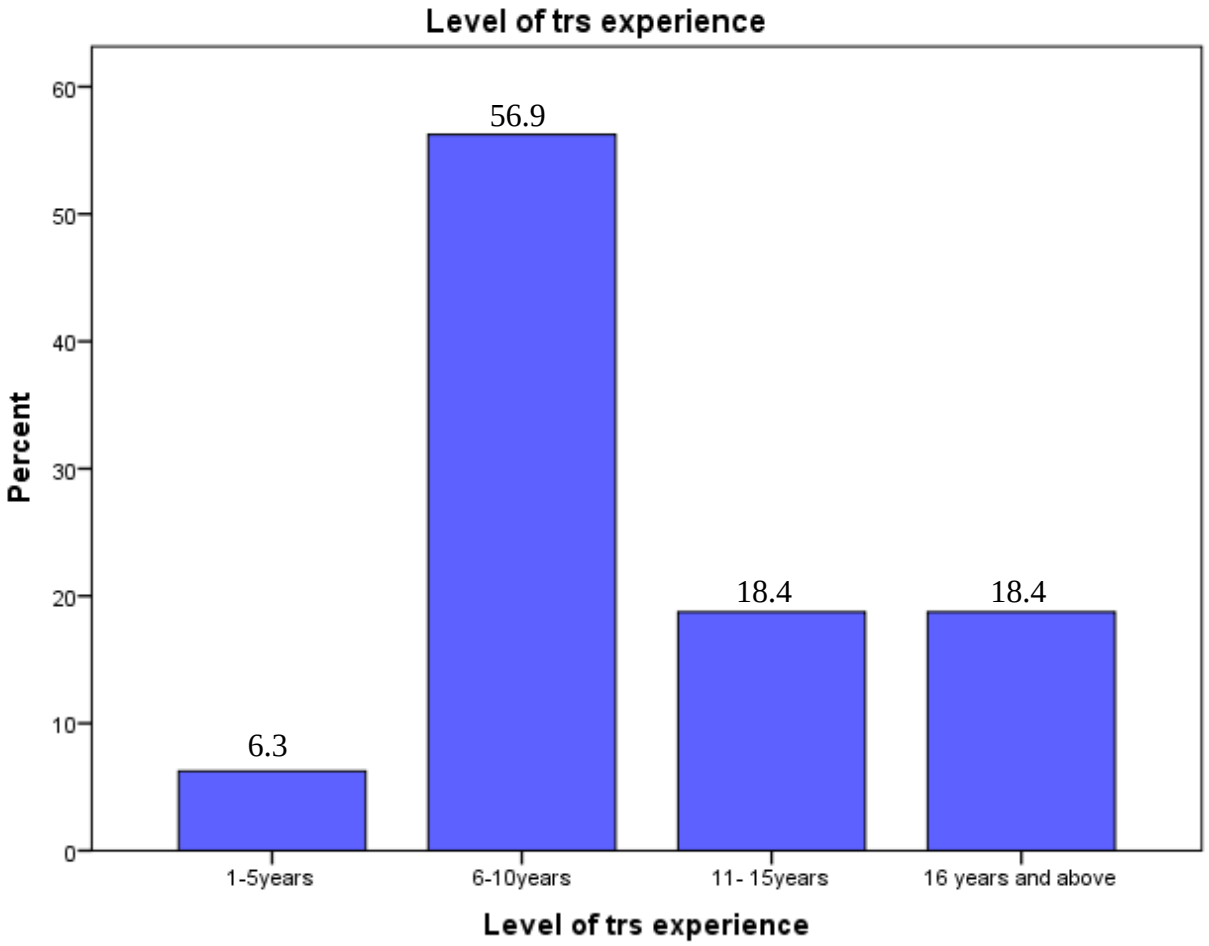

Figure 3: Bar chart showing levels of teachers' experience

Result in Table 2 shows the frequency distribution and percentages of experience of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone of Enugu State, Nigeria. Teachers teaching animal husbandry in Nsukka Education Zone of Enugu State have these experience ranging from 1-5 years (6.3%), 6 -10 years (56.9%). 11 – 15 years (18.4%) and 16 years and above (18.4%). The same result is also shown in figure 3 using a bar chart. In the bar chart teachers with experience 1-5 years is 6.3%, those with 6-10 years is 56%, those with 11-15years is 18.4%, and those with 16years and above is 18.4%. Since it has been stated earlier that a teacher with six years of experience is term experienced; it is only 6.3% of teachers are not experienced, but 97% of the teachers are experienced. So, teachers teaching animal husbandry in Nsukka education zone are experienced.

Research Question Three: What is the level of competence of teachers teaching animal husbandry in senior secondary schools in Nsukka education zone?

Table 3: Mean and standard deviation score analysis on the level of competence of teachers teaching animal husbandry (n = 16

	Item description	Teachers		
S/N	**Competence of Teachers**	**Mean X**	**Std. (SD)**	**Decision**
1	Sustain learners' attention	3.69	.60	HC
2	Make lesson learner-centred	3.63	.50	HC
3	Use of adequate instructional materials	3.56	.63	HC
4	Innovative evaluation (continuous assessment)	3.56	.63	HC
5	Demonstration in teaching	3.56	.63	HC
6	Use reinforcement in teaching	3.56	.63	HC
7	Use gestures and body language in teaching	3.56	.63	HC
8	Knowledge of subject matter	3.50	.63	HC
9	Develop and maintain teacher-learner relationship	3.50	.52	HC
10	Removal of the litter materials	3.50	.63	HC

11	Feed birds	3.50	.82	HC
12	Taking cognizance of learners' social and cultural background while teaching	3.44	.63	HC
13	Handling practical aspect competently	3.38	.72	MC
14	Develop learner for team work	3.38	.72	MC
15	Adjust ventilation in poultry	3.31	.60	MC
16	Determine floor space needed	3.31	.70	MC
17	Adequate hygiene practice	3.25	1.00	MC
18	Prepare purchase order	3.19	.83	MC
19	Disinfect poultry house	3.19	.834	MC
20	Select bedding materials	3.19	.655	MC
21	Determine and provide lightening requirement	3.13	.885	MC
22	Select birds – layers or broilers	3.13	1.09	MC
23	Identify poultry breeds	3.13	.81	MC
24	Refrigerate pig meat	3.06	1.12	MC
25	Dry meat for preservation	3.06	1.00	MC
26	Determine feeder space and water space needed	3.06	.77	MC
27	Formulation of feed	3.06	1.06	MC
28	Brooding of chicks	3.00	.97	MC
29	Predicting good market season	3.00	.97	MC
30	Detect heat in sow or gilts	2.94	1.00	MC
31	Killing and cleaning of birds	2.94	1.00	MC
32	Prepare a list of potential customers and customer information	2.94	1.00	MC
33	Control rodents, pests and parasite	2.94	1.00	MC
34	Prepare profit/loss statement	2.94	.85	MC
35	Formulate balance ration/feed	2.94	.85	MC
36	Cut pig meat into sizes	2.88	1.09	MC
37	Slaughtering of pig	2.88	1.03	MC
38	Post daily sales distribution	2.88	.89	MC
39	Select and administer medications	2.88	1.15	MC
40	Determine best market strategies	2.81	1.11	MC
41	Scrub sows before placing in farrowing facility	2.81	.83	MC
42	Formation of feed	2.81	1.05	MC
43	De – worm birds	2.81	.91	MC
44	Determine facilities needed for various age of pigs	2.75	1.00	MC
45	Monitor and control feeding level of breeding pig	2.75	.86	MC
46	Flush sows and gilts before breeding	2.75	1.00	MC
47	Make sales appointment	2.75	1.18	MC
48	Operate weighing equipment	2.75	.86	MC
49	Keep an accurate record of feed consumed and calculate feed efficiency	2.69	1.08	MC
50	Identify sows and gilts for management purposes	2.69	.79	MC
51	De – beak birds	2.69	.70	MC
52	Select and administer a de- wormer for appropriate age of pigs	2.63	1.03	MC
53	Treat pig for lice and mange using spray or injectable products	2.63	1.03	MC
54	Treat pigs to prevent anemia	2.63	1.03	MC
55	Use a scenario to evaluate a pig judging class	2.56	1.03	MC
56	Determine feeder and water space needed for hogs	2.56	1.03	MC
57	Administer approved vaccines intramuscularly or subcutaneously	2.56	.81	MC
58	Select boars using performance record of feed consumed and calculate feed efficiency	2.56	.73	MC
59	Wean pigs properly	2.56	1.031	MC
60	Use ICT for lesson delivery	2.56	1.21	MC
61	Prepare an advertising budget	2.56	1.10	MC
62	Sex birds	2.56	.81	MC
63	Record quick mortality	2.56	.89	MC
64	Diagnose diseases	2.56	1.03	MC
65	Repair brooder equipment	2.50	1.10	MC
66	Clip and treat navel cords of baby pigs	2.50	1.10	MC

67	Select replacement gilts by using sow productivity record	2.50	.97	MC
68	Cull birds	2.50	1.10	MC
69	De – toe birds	2.44	1.03	LC
70	Take the temperature of pigs	2.44	1.10	LC
71	Clip needle teeth on baby pig	2.44	1.15	LC
72	Cull breeding herd	2.44	.81	LC
73	Wing band and leg band for identification	2.44	1.15	LC
74	Select farrowing equipment and flooring alternatives	2.44	.96	LC
75	Probe or use electronic machines to determine black fat and loin eye sizer	2.38	.89	LC
76	Synchronize oestrus in replacement gilts	2.38	.89	LC
77	Use extender in boar semen	2.38	1.03	LC
78	Calculate sow productive index	2.38	.89	LC
79	Collect semen from ration	2.38	.810	LC
80	Prevent and/ control flies	2.37	.96	LC
81	Use ultrasound to determine pregnancy of sows and gilts	2.31	.87	LC
82	Ear-notching baby pigs	2.31	1.14	LC
83	Select replacement gilts by visual appraisal	2.31	1.07	LC
84	Artificially inseminate sows and gilts	2.31	1.08	LC
85	Prepare radio/television/online advertisement	2.31	1.20	LC
86	Castrating pigs	2.25	1.13	LC
87	Determine sperm content of boar semen	2.25	.93	LC
88	Collect semen from boar	2.25	1.00	LC
89	Ring pigs as needed	2.19	1.17	LC
90	Dock tails on baby pigs	2.19	1.05	LC
	Ground Mean	**3.12**	. **84**	M C

HC=Highly Competent, MC=Moderately Competent, LC=Low Competent, NC=Not Competent at all

Result from Table 3 shows the mean and standard deviation of competence of teachers teaching animal husbandry in Nsukka education zone. The result above shows that items 1 – 11 have the mean rating that is above 3.50, with their corresponding standard deviations as shown in the table. Items 12 – 69 have mean rating that falls between 3.49 – 2.50 with their corresponding standard deviations as shown in the table, while items 70 – 90 have a mean rating below 2.49 with their corresponding standard deviations. The cumulative overall mean of teacher competence is (M = 3.12, SD= .84). This result shows that the teachers are moderately competent.

Hypothesis 1

HO1: Teachers' level of qualification has no significant influence on the level of competence of teachers teaching animal husbandry in senior secondary schools in Nsukka Education Zone.

Table 4: One-way ANOVA of influence of teachers' level of qualification on competence of teachers teaching animal husbandry

Level of Qualification	N	M	SD
NCE(Agric)	1	3.10	
B.Ed(Agric)	8	2.88	.613
B.Sc	3	2.60	.149
M.Ed(Agric)	4	2.78	.442
Total	**16**	**2.82**	**.484**

SOV	SS	DF	MS	F-cal	P-value
(B/G)	0.258	3	0.086	0.317	0.813
(W/G)	3.257	12	0.271		
Total	**3.515**	**15**			

***Significant at p<0.05 level; df =3,12; f-cal=0.32;**

This hypothesis was tested by carrying out a one-way ANOVA which was done by comparing teachers' level of qualification by their competence in teaching animal husbandry. The test resulted in an F (3,12) = 0.32, P (0.81) > .05. Following this result, the null hypothesis was retained. Hence, teachers' level of qualification does not significantly influence their competence in teaching animal husbandry.

Hypothesis 2

HO2: Teachers' level of experience has no significant influence on the level of competence of teachers teaching animal husbandry in Nsukka education zone

Table 5: One-way ANOVA of influence of teachers' level of experience on competence of teachers teaching animal husbandry

Level of Qualification	N	M	SD
1-5 years	1	2.42	
6-10 years	9	2.83	.578
11-15 years	3	2.79	.513
16-years & above	3	2.93	.240
Total	16	2.82	.484

SOV	SS	DF	MS	F-cal	P-value
(B/G)	0.198	3	0.066	0.239	0.868
(W/G)	3.317	12	0.276		
Total	3.515	15			

***Significant at p<0.05 level; df =3,12; f-cal=0.24; Between Group(BG), Within Group(WG)**

This hypothesis was tested by carrying out a one-way ANOVA which was done by comparing teachers' level of qualification by their competence in teaching animal husbandry. The test resulted in an F (3,12) = 0.24; P (0.87) > .05. Following this result, the null hypothesis was retained. Hence, teachers' level of experience does not significantly influence their competence in teaching animal husbandry.

Discussions of Results

The findings of the study with respect to research question one on teachers' level of qualification in Nsukka Education Zone shows that animal husbandry teachers are qualified since almost all of them possess a bachelor's degree in Agriculture education which is in line with the National Policy on Education (2014), Teachers' Registration Council of Nigeria (TRCN) (2012) and Ugwuda, Ugwuda and Bosah (2019) which stated that only teachers with relevant educational qualification should be employed as teachers and that the minimum qualification for employment as a teacher in senior secondary schools is a bachelor degree in education. The finding also agrees with Sanusi and Opeyemi (2017) that for any curriculum to be implemented, the implementer must be qualified. it was discovered that teachers' level of qualification does not significantly influence teachers' competence which contradicts the finding of Rane (2002). The study further revealed that the teachers teaching animal husbandry in Nsukka education zone are experienced. Years of experience of teachers increase their teaching skills also increase and students' performance is enhanced (Swando 2016). This is in line with Temitope and Olabani (2015), Yusuf and Dada (2016) who observed that experience teachers perform better than those taught by inexperienced teachers. Further finding from the hypothesis shows that there is no significant influence of experience on the competence of teachers teaching animal husbandry.
Furthermore, result shows that animal husbandry teachers in Nsukka Education Zone are moderately competent in most of the skills and highly competent in sustaining learners' attention, making lesson learner–centred. This finding disagrees with Akintola (2020) and Obilo, Akuakanwa and Umeh (2017) who lamented in their separate studies that there is lack of competent teachers in Nigerian schools. This disagreement could be so because though animal husbandry is an entrepreneurship subject, the practice of livestock keeping in Nsukka Education zone has been there for they keep animals in homes. Further finding also revealed that teachers' level of qualification does not influence their competence. The finding is in-line with Ukwuezeh, Ogwu and Egbe (2017) that teachers' qualification does not have much to do with teaching efficiency. It disagrees with Etiubon and Benson (2014) and Nbina (2012) that teachers 'qualification influences effective chemistry education. Also there is no significant influence of teachers' level of experience on teachers' competence. This disagrees with Etiubon and Benson (2014) that there is a significant influence of experience on teachers' competence.

Conclusion

The teachers teaching animal husbandry in Nsukka education zone are qualified, experienced and moderately competent. And teachers' level of qualification and experience do not influence teachers' competence in teaching animal husbandry curriculum.

Educational Implication of the Findings

Findings on teacher qualification and experience implies that policy makers monitor or supervise schools in order to make sure that the policies enacted on qualification of teachers teaching in the senior secondary education level according to TRCN (2012) is implemented. Also, as the teachers are experienced, by implication, there should be effective implementation of animal husbandry curriculum in schools. Finding on teachers' competence has implication on principals, education stake holders and the government, for since the teachers are competent, by implication, implementation of animal husbandry curriculum should be effectively done. It can be recommended that all tools that will make these competent teachers work effectively should be provided by the principals, education stake holders and the government.

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