

Teachers Classroom Skills and Entrepreneurial Education Programme in Public Secondary Schools, Akwa Ibom North East Senatorial District, Nigeria

Virtue Godwin Dickson & Dr. Ukeme Okon Bill

Department of Curriculum Studies,
Educational Management and Planning
Faculty of Education,
University of Uyo, Uyo

Email: virtuedickson@gmail.com, uklink4sure@gmail.com

Abstract

The study was carried out to determine the extent to which teachers classroom skills predict entrepreneurial education programme in public secondary schools, Akwa Ibom North East Senatorial District, Nigeria. To achieve the purpose of the study, two research questions and two null hypotheses were raised and formulated, respectively to guide the study. The study adopted the correlational research design. The population of the study was all the 1,813 entrepreneurial education teachers and all the 14,067 SS2 students in the 96 public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The sample of this study consisted of 181 entrepreneurial education teachers selected from a population of 1,813 entrepreneurial education teachers and 562 students selected from a population of 14,067 SS2 students in public secondary schools within Akwa Ibom North-East Senatorial District, Nigeria using a multi-stage sampling technique. "Teachers' Skills Rating Scale (TSRS)" and "Entrepreneurial Programme Implementation Scale (EPIS)" were used for data collection. The instruments were validated by three experts one from the Department of Curriculum Studies, Educational Management and Planning and two from the Department of Psychological Foundations of Education, Faculty of Education. The instruments had the reliability index of 0.78 and 0.82 coefficients, determined by Cronbach Alpha reliability Statistics. Simple Linear Regression analysis was used for answering of research questions and testing of all the null hypotheses at .05 level of significance. The findings of the study revealed that teachers' communication skill and teachers' subject mastery skill significantly predict implementation of Entrepreneurial Education Programme. It is concluded that the successful implementation of the Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North East Senatorial District, Nigeria is largely dependent on the skills possessed by teachers. Based on the findings of the study, it is recommended that state ministry of education should organize regular capacity-building workshops and training programmes specifically tailored to enhance teachers' entrepreneurial, pedagogical, and ICT skills.

Keywords: Classroom, Education, Entrepreneurship, Programme Teachers

Introduction

Entrepreneurship education has emerged as a critical component of modern education systems, recognized for its potential to equip students with the skills and mindset necessary to navigate the complexities of the contemporary world. This form of education goes beyond traditional academic subjects, aiming to cultivate an entrepreneurial mindset characterized by creativity, innovation, and a proactive approach to problem-solving. In recent years, entrepreneurship education has gained significant attention globally, including Nigeria, where governments and educational institutions are increasingly recognizing its importance in fostering economic development and reducing unemployment rates.

Education is at the centre of social, economic, and political development of any nation. In the words of Omiko (2016), it is the process by which society transmits knowledge, skills and values from one generation to another. It helps to fight ignorance and the acquisition of knowledge creating a better citizenry in terms of prospects in life. Education is designed to guide the development of individuals in the acquisition of appropriate skills, abilities and competences necessary for individuals to live decent lives as citizens and contribute to the development of the society (Fabunmi, 2014). The acquisition of these appropriate skills, abilities and competences is possible through the teaching/learning processes.

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning new things and realizing the set goals, happens most importantly in schools with teachers as resource persons whereby the goals of education are realized in the school. In addition to providing students with learning opportunities to meet curriculum outcomes, teaching emphasizes the development of values and help to guide students in their social relationships. This allows teachers to employ practices that develop positive self-concept in students. Although the work of teachers typically takes place in a classroom setting, the direct interaction between a teacher and students is the single most important element in teaching. Teachers in an attempt to ensure maximum participation of students in the classroom apply certain instructional skills for effective teaching and learning. (NPE, 2013).

However, the successful implementation of Entrepreneurial Education Programmes (EEP) largely depends on teachers, who are the key drivers of the curriculum. Teachers' skills in entrepreneurship, pedagogical strategies, and familiarity with the entrepreneurial environment are widely to influence their ability to effectively deliver the curriculum. Teachers are expected not only to impart theoretical knowledge but also to provide students with hands-on experience and exposure to real-world business scenarios (Williams, 2016). Therefore, it is crucial that teachers themselves possess adequate entrepreneurial knowledge, skills, and teaching competencies to foster an entrepreneurial mindset among students. These skills are communication skill and mastery skill (Charanjit, 2014).

Teachers' communication skill is the basic need of academic success of students (Feras, 2015). Communication skills involve listening and speaking as well as reading and writing. Effective communication skills are important for teachers in transmitting information and management in interaction with students in the classroom (Alamgir *et al.*, 2017). Teachers use communication in the classrooms in order to accomplish three things: to elicit relevant knowledge from students, to respond to things that students say and to describe the classroom experiences that they share with students. Teachers must be good in communication in order for him/her to be effective in teaching.

Teachers' subject mastery skill refers to the knowledge of the subject matter. It is worth knowing that, teachers are handicapped if they are unfamiliar with the body of knowledge taught. David (2015), stated that nobody could teach what he does not understand or know. He went further to state that they (teachers) must thoroughly understand the content of what they teach. A teacher whose understanding of topic is thorough uses clearer language, their discourse is more connected, and they provide better explanations than those whose background is weak. The way the students perceive the teaching in terms of their (teachers) knowledge of content of subject matter may significantly affect the students' academic performance. Teachers' subject mastery and problem-solving skills are closely interconnected, particularly in educational environments that emphasize critical thinking and real-world application, such as entrepreneurial education.

Teachers' Communication Skill and Implementation of Entrepreneurial Education Programme

In a study, Obilor (2020) investigated the influence of teachers' communication skills on students' academic performance in public senior secondary schools in Rivers State. The research design was a descriptive research design using stratified and simple random sampling techniques to select a sample of 990 Senior Secondary (SSII) students from a population of 6420 students from the three Senatorial Districts of River State. Data collected through a researcher-developed structured questionnaire titled Teachers' Communication Skills and Students' Academic Performance (TCSSAP) with a reliability coefficient of 0.86, was analysed with mean, standard deviation and One-way Analysis of Variance (ANOVA). While mean and standard deviation were used to answer the research questions, the ANOVA was used to test the hypotheses at the 0.05 level of significance. It was found that speaking, listening, attitude, gestures and facial expression as components of teachers' communication skills influence students' academic performance to a high extent.

More so, Adeleke *et al* (2022) examined the relationship between communication skills and teacher effectiveness in secondary schools in Ekiti State, Nigeria. The study used a survey-

type descriptive research design. All teachers and principals of public secondary schools in Ekiti State, Nigeria, were included in the population. The sample for the study was 330 respondents which comprised 300 students and 30 principals selected from 30 secondary schools through simple random sampling technique. The study employed two self-designed questionnaires, the "Communication Skills Questionnaire" (CSQ) and the "Teacher Effectiveness Questionnaire" (TEQ). The instruments were examined for reliability and confirmed by research specialists. The test-retest technique yielded reliability values of 0.78 and 0.73. Inferential statistics were used to analyse the data collected. The t-test and ANOVA were used to examine the three hypotheses. These hypotheses were evaluated at a significance level of 0.05. There was a relationship between communication skills and teacher effectiveness in the classroom according to the data. There was a considerable disparity in communication abilities between male and female teachers according to the study. The study further revealed that teachers' teaching experience had no significant influence on communication skills.

Teachers' Subject Mastery Skill and Implementation of Entrepreneurial Education Programme

In a study, Hassan *et al* (2021) investigated the effect of mastery learning method on students' achievement and interest in furniture craft. Quasi-experimental design was adopted for the study, specifically, non-equivalent control group design. The study was carried out in Technical Colleges in Niger State. The sample for the study comprised of 80 TCII students from two intact classes, drawn using multi stage sampling techniques. The experimental group were taught using mastery learning method, while the control group was taught using conventional lecture method. The treatments lasted for four weeks. Two instruments were used for data collection in the study namely; Furniture Craft Achievement Test (FCAT) and Furniture Craft Interest Inventory Scale (FCIIS). Data collected were analysed using mean, standard deviation and Analysis of Covariance (ANCOVA). The results revealed that mastery learning method was superior to conventional instructional method in facilitating students' achievement and interest in furniture craft. On the test of interaction, it was revealed that mode of instruction (method) had a significant ordinal interaction effect on students' achievement and interest in furniture craft. Mastery learning method was more effective than the conventional method. Based on the findings of the study, the educational implications of the findings were highlighted and the following recommendations were proffered among others: that science teachers, and science teacher educators should adopt mastery learning instructional method when teaching in order to enhance students' achievement and interest in furniture craft.

More so, Melvina *et al* (2020) investigated the influence of students' perception of teachers' subject mastery and classroom management on students' academic performance in chemistry in Calabar Municipality, Cross River State, Nigeria. The design of the study was

descriptive survey while the population consist of all Senior Secondary two (SS11) students in the area of study. The sample was 200 SS2 students who were composed through simple and stratified random sampling technique from the population. Relevant data for answering the two hypotheses were collected from the sample through the administration of Students' Perception of Teachers' Attitude to Work Questionnaire (SPTAWQ) on them. The Cronbach Alpha reliability coefficient of sections B and C of the instrument were .73 and .84 respectively. Two hypotheses were tested with One-way Analysis of Variance statistics and the result showed significant positive influence of students' perception of subject mastery, classroom management on students' academic performance.

Despite the importance of teachers' skills in implementing entrepreneurial education, several challenges exist in public secondary schools. Many teachers might lack the required entrepreneurial experience and may not sufficiently be trained to handle the curriculum's demands (Isaacs *et al.*, 2017). Furthermore, in many cases, the instructional methods used are not align with the active learning and experiential approaches needed for effective entrepreneurial education.. Consequently, the effectiveness of entrepreneurial education programme in achieving its goals is often compromised. Based on the above observations, the researcher deemed it necessary to investigate the teachers' skills and implementation of Entrepreneurial Education Programme in public Secondary Schools in Akwa Ibom North East Senatorial District, Nigeria.

Statement of the Problem

In an ideal situation, entrepreneurial education is designed to equip students with the knowledge, skills, and attitudes necessary for self-reliance, innovation, and economic productivity. Again, teachers in public secondary schools should possess the requisite pedagogical and technical skills to effectively implement the entrepreneurial education programme. These skills include creativity, business acumen, practical training capabilities, and the ability to integrate real-world entrepreneurial experiences into classroom instruction. With a well-implemented entrepreneurial education programme, students would be empowered with problem-solving skills, critical thinking abilities, and business-oriented mindsets, thereby reducing unemployment and fostering economic development in Nigeria.

However, despite the inclusion of entrepreneurial education in the secondary school curriculum, its implementation in public schools has not achieved the desired outcomes. Many teachers seems to lack the necessary skills to deliver the programme effectively, often due to inadequate training, insufficient instructional materials, and a lack of practical exposure to entrepreneurship. Additionally, the teaching methods employed tend to be theoretical rather than practical, limiting students' ability to acquire hands-on experience. The absence of

adequate government support, infrastructure, and funding further exacerbates these challenges, making it difficult for teachers to engage students in meaningful entrepreneurial activities.

In light of these challenges, the issue is: to what extent do teachers' skills influence the implementation of the entrepreneurial education programme in public secondary schools in Akwa Ibom North-East Senatorial District. Again, what are the essential skills required for teachers to effectively implement the entrepreneurial education programme? Again, what is the relationship between teachers' skills and the implementation of the entrepreneurial education programme in public secondary schools in Akwa Ibom North-East Senatorial District, Nigeria?

Purpose of the Study

This study is designed to determine the extent to which teachers' skills predict the implementation of the Entrepreneurial Education Programme in public secondary schools in the Akwa Ibom North-East Senatorial District, Nigeria. Specifically, the study seeks to;

1. Determine how teachers' communication skill predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District
2. Determine how teachers' subject mastery skill predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District

Research Questions

The following research questions were raised to guide the study;

1. To what extent does teachers' communication skills predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?
2. To what extent does teachers' subject mastery skill predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Research Hypotheses

The following null hypotheses were formulated at 0.05 level of significance

1. Teachers' communication skill does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North East Senatorial District.

2. Teachers' subject mastery skill does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North East Senatorial District

Methodology

The study adopted the correlational research design. The population of the study was all the 1,813 entrepreneurial education teachers and all the 14,067 SS2 students in the 96 public secondary schools in Akwa Ibom North East Senatorial District, Nigeria. The sample of this study consisted of 181 entrepreneurial education teachers selected from a population of 1,813 entrepreneurial education teachers and 562 students selected from a population of 14,067 SS2 students in public secondary schools within Akwa Ibom North-East Senatorial District, Nigeria using a multi-stage sampling technique. "Teachers' Skills Rating Scale (TSRS)" and "Entrepreneurial Programme Implementation Scale (EPIS)" were used for data collection. The instruments were validated by three experts one from the Department of Curriculum Studies, Educational Management and Planning and two from the Department of Psychological Foundations of Education, Faculty of Education. The instruments had the reliability index of 0.78 and 0.82 coefficients, determined by Cronbach Alpha reliability Statistics. Simple Linear Regression analysis was used for answering of research questions and testing of all the null hypotheses at .05 level of significance.

Results

Research Question 1: To what extent does teachers' communication skills predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Table 1: Simple Linear Regression Analysis of teachers' communication skills and implementation of Entrepreneurial Education Programme (n= 181)

Variables	R	Remarks
Teachers' communication skills Implementation of Entrepreneurial Education Programme	0.943	Very High Extent

Source: Researcher's survey (2025)

In Table 1, the R-value of 0.943 indicates positive and very high extent of prediction of teachers' communication skills on implementation of Entrepreneurial Education Programme

in public secondary schools. This means that teachers' communication skills very highly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Research Question 2: To what extent does teachers' subject mastery skill predict implementation of Entrepreneurial Education Programme in public secondary schools in Akwa Ibom North-East Senatorial District?

Table 2: Simple Linear Regression Analysis of teachers' subject mastery skill and implementation of Entrepreneurial Education Programme (n= 181)

Variables	R	Remarks
Teachers' subject mastery skill Implementation of Entrepreneurial Education Programme	0.525	Moderate Extent

Source: Researcher's survey (2025)

In Table 2, the R-value of 0.525 indicates positive and moderate extent of prediction of Teachers' subject mastery skills on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers' subject mastery skills moderately predict implementation of Entrepreneurial Education Programme in public secondary schools.

Null Hypothesis 1: Teachers' communication skill do not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Table 3: Summary of Simple Linear Regression Analysis for Teachers' communication skill and implementation of Entrepreneurial Education Programme in public secondary schools

Variables	Sources of Variation	Sum of Square	Df	MS	Sig.	Decision at p<.05
Teachers' communication skill	Regression	168.852	1	168.852		
Implementation of Entrepreneurial	Residual	20.894	179	.117	.000*	Reject H ₀₁

Education
Programme

*= Significant at .05 alpha level. Source: Researcher's survey (2025)

The results in Table 3 show that the sig. value of .000 is less than the .05 level of significance, with 1 and 179 degree of freedom. With this result, the null hypothesis that "Teachers' communication skill do not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools" was rejected. This means that Teachers' communication skill significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Null Hypothesis 2: Teachers' subject mastery skill does not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Table 4: Summary of Simple Linear Regression Analysis for Teachers' subject mastery skill and implementation of Entrepreneurial Education Programme in public secondary schools

Variables	Sources of Variation	Sum of Square	Df	MS	Sig.	Decision at p<.05
Teachers' subject mastery skill Implementation of Entrepreneurial Education Programme	Regression	52.222	1	52.222	.000*	Reject H ₀₂
	Residual	137.524	179	.768		

*= Significant at .05 alpha level. Source: Researcher's survey (2025)

The results in Table 4 show that the sig. value of .000 is less than the .05 level of significance, with 1 and 179 degree of freedom. With this result, the null hypothesis that "Teachers' subject mastery skill do not significantly predict implementation of Entrepreneurial Education Programme in public secondary schools" was rejected. This means that Teachers' subject mastery skill significantly predict implementation of Entrepreneurial Education Programme in public secondary schools.

Discussion of Findings

In Table 1, the R-value of 0.943 indicates positive and very high extent of prediction of teachers' communication skills on implementation of Entrepreneurial Education Programme in public secondary schools. While the result of the hypothesis one revealed that teachers'

communication skill significantly predicts implementation of entrepreneurial education programme in Public Secondary Schools in Akwa Ibom North-East Senatorial District. This finding can be attributed to the fact that teachers' communication skills enhance clarity in instruction, foster student engagement, and facilitate interactive learning, all of which are essential for the effective implementation of the Entrepreneurial Education Programme. Thus, the ability of teachers to convey ideas effectively not only enhances students' understanding but also ensures that the objectives of the Entrepreneurial Education Programme are met successfully. The finding aligns with that of Obilor (2020) who found that speaking, listening, attitude, gestures and facial expression as components of teachers' communication skills influence students' academic performance to a high extent.

In Table 2, the R-value of 0.525 indicates positive and moderate extent of prediction of Teachers' subject mastery skills on implementation of Entrepreneurial Education Programme in public secondary schools. This means that Teachers' subject mastery skills moderately predict implementation of Entrepreneurial Education Programme in public secondary schools. While hypothesis two revealed that teachers' subject mastery skill significantly predict implementation of entrepreneurial education programme in Public Secondary Schools, Akwa Ibom North-East Senatorial District. This finding can be attributed to the fact that teachers with strong subject mastery possess in-depth knowledge of entrepreneurial concepts, enabling them to deliver lessons with clarity, accuracy, and confidence. Their expertise allows them to effectively link theoretical concepts to real-life business practices, making learning more practical and engaging for students. The finding aligns with that of Daniel and Edore (2021) who results revealed the following findings; the effect of mastery learning is better than lecture method for teaching and learning Social Studies at the Upper Basic level. Findings also show a significant interaction effect of instructional strategies and sex on the academic performance of students in Upper Basic Socia Studies.

Conclusion

The researcher, based on the result of the study concludes that teachers' skills such as communication and subject mastery significantly predict the effective implementation of the Entrepreneurial Education Programme in public secondary schools in Akwa North East Senatorial District, Nigeria.

Recommendations

Based on the findings of the study, it is recommended that;

1. Education stakeholders, including policymakers and school administrators, prioritize the continuous training of teachers in effective communication skills to enhance the successful implementation of the Entrepreneurial Education Programme in public secondary schools.

2. Policymakers and school administrators organize regular training and capacity-building programs to strengthen teachers' subject mastery, ensuring the effective implementation of the Entrepreneurial Education Programme in public secondary schools.

References

- Adeleke, F. F., Adesua, V. O. & Jimola, F. E. (2021). Communication skills and its influence on teachers' effectiveness. *Universal Journal of Educational Research*, 10(3), 240 - 245.
- Alamgir, K., Salahuddin, K., Syed, Z. & Manzoor, K. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice*, 8(1), 18-21
- Charanjit, K. D. (2014). Identifying essential teaching skills. *Scholarly Research Journal for Interdisciplinary Studies* 2(13), 1613-1620.
- David, O. F. (2015). Teachers' Qualification and Subject Mastery as Predictors of Achievement in English Language in Ibarapapa Division of Oyo State. *Global Journal of Human Social Science*, 12(3), 1-7
- Fabunmi, M. (2014). *Foundations of educational research and statistics*. Ibadan: Powerhouse Press and Publishers.
- Federal Republic of Nigeria. (2013). *National policy on education* (6th ed.). Lagos: Nigerian Educational Research and Development Council (NERDC) Press.
- Feras, M.A. (2015) Relationship between teachers' effective communication and students' academic achievement at the Northern border university, Saudi Arabia. *British Journal of Education*. 3(7), 42-51.
- Hassan, A. M., Mannir, M. S., Akinduro, I. R. & Sanni, T. A. (2021). Effect of mastery learning method on students' achievement and interest in furniture craft in technical colleges in Niger State. *Annals of Technology Education Practitioners Association of Nigeria*, 4(4), 144-149
- Isaacs, E., Visser, K., Friedrich, C. & Brijlal, P. (2017). Entrepreneurship education and training at the Further Education and Training (FET) level in South Africa. *South African Journal of Education*, 27(4), 613-629.
- Melvina N. A., Maria E. N., Lucy O. A. & Imo, M. O. (2020). Students' perception of teachers' subject mastery, classroom management and students' academic performance in

chemistry in Calabar Municipality, Cross River State, Nigeria. *European Journal of Scientific Research*, 156(3), 253–261

Obilor, E. I. (2020). Teachers' communication skills and students' academic performance. *International Journal of Advanced Academic and Educational Research*, 13(4), 01-16

Omiko, A. (2016). An Evaluation of Classroom experiences of basic science Teachers in secondary schools in Ebonyi State of Nigeria. *British Journal of Education* 4(1), 64-76.

Williams, J. (2016). Why great teachers stay. *Educational Leadership*, 60(8), 71-74.