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A NEED-ANALYSIS APPROACH TO THE DESIGN OF AN
ENTREPRENEURSHIP-ORIENTED INFORMATION AND COMMUNICATION
TECHNOLOGY (ICT) SYLLABUS FOR NIGERIA SENIOR SECONDARY SCHOOLS

• S. O. ADEGBOYE & F. O. OLAFARE •

Abstract

ICT has become indispensable in all sectors of human endeavour as it creates new types of jobs and wealth. This study designs an entrepreneurship-oriented ICT syllabus framework for the Senior Secondary School on the basis of the needs of learners as perceived by teachers and students. Also, the status of ICT usage among the SSS students and stakeholders' views on the use of ICT as empowerment tool were discussed. A survey method was used with questionnaire as the dominant instrument. Data were collected from a sample of 187 SSS students and teachers drawn from three local governments in Ilorin metropolis, Kwara state. The data collected were analyzed qualitatively. There is evidence of increasingly widespread of ICT initiatives among the SSS students as they passionately believed it to be important potential tools in addressing the rising unemployment trend in Nigeria. This paper offers recommendations aimed at promoting ICTs as veritable tools in alleviating poverty among Nigeria youths and integrating ICT education in senior school curriculum.

Keywords: Needs-analysis, ICT, Entrepreneurship, Syllabus, Poverty reduction

Introduction

A recent policy note released by the World Bank says that information and communication technologies (ICTs) are transforming the world of work, creating new job opportunities and making labour markets more innovative, inclusive, and global. The ICT sector in Nigeria is currently boosting the federal government's effort in job creation with the creation on an average of about 12 million jobs from 2012 to date, that is, a significant improvement on the 2.5 million jobs the sector created between 2002 and 2012.

Oluleye 2006 opined that despite the exploitation of negative aspect of Information and Communication Technologies (ICT) by a few Nigerian youths, ICT has raised the economy of the nation, especially the Gross Domestic Product (GDP) to 1.62 per cent. Mustapha and Abdullahi (2015) also observed that the trend of development in ICT has immensely contributed to providing job opportunities for young men and women who are roaming the streets due to lack of employment in the developing World.

The Information Technology National policy (2001) in its mission statement, emphasized that IT would be used for creation of wealth; poverty alleviation; job

creation; and global competitiveness. However, the general objectives of ICT according to IT policy (2001) include ensuring that IT resources are readily available for efficient National Development; empowering children, women and the disabled by providing special programmes for the acquisition of IT skills.

Entrepreneurship has emerged over the last two decades as arguably the most potent economic force the world has ever experienced. This self-awareness and the development of individual capacity for creative and innovative thinking, decision making and action/policy implementation should be an integral constituent of what people learn in schools, colleges and universities.

Obanya (2003) stated that entrepreneurship education develops the intellectual and non-intellectual abilities of the child rather than force-feeding the child with facts that are readily forgotten because they are like foreign substances without any connection to the world of work. Entrepreneurship education, therefore, means enhancing creativity in technical and vocational education programmes with the intent of ensuring that training in specialized technical and vocational skills are predicated on a sound general education.

Needs analysis is the basis of training programs and aid development programs. Gardner and Winslow (1983) in Adewusi (2012) posited that the main purpose of conducting a needs analysis is to produce information which makes courses better adapted to students' needs. They further added that, concrete evidence of particular needs (in many cases), such as the surveys produced, could be directly used as part of the course validation / approval procedure.

Olorundare (1992) observed that, teachers who have the responsibility to implement a proposed curriculum do not function with a blank background. They have their personal values with notions that can hamper their proper understanding of the dominant social values and ideals which curriculum planners seek to promote through their selected curriculum experiences. He concludes that, teachers' participation in curriculum planning will afford them the opportunity to become better acquainted with the important general as well as specific curriculum demands which they are to meet in the classroom.

The first phase of the secondary education, which lasts for three years, is provided at the Junior Secondary Schools (JSS). It is a prerequisite for the second phase - the Senior Secondary School (SSS), which also lasts for three years. At the end of this period, students obtain the Senior Secondary School Certificate (SSSC) after writing and passing the final examination. Also, at the secondary school level, there are also the technical secondary schools and commercial secondary schools which also offer courses

lasting up to six years. Both academic and specialized subjects are taught there. Computer studies taught at the JSS level is being split into two at the SSS level- Data processing and Computer studies.

Training programmes in Nigeria both at the secondary and tertiary levels, have concentrated more on teaching knowledge and skills in principle devoid of practical experience in related fields. There have been extensive calls for entrepreneurial education in Nigeria (Chaimuwaza&Obanya 1989; Ozoro, 1973; Parkin, 1994). In 2013, the Federal Government of Nigeria urged training institutions in the country to gear their programmes towards vocational relevance for the production of graduates that possess relevant skills for self-employment and self-relevance.

Statement of the Problem

In the recent time, Nigeria has been threatened with alarming scenario as a result of unemployment which resultant effects range from extreme poverty, hunger to insecurity. Consequently, the application of ICT has not been vigorously harnessed to its fullest despite its perceived vocational and wealth creation opportunities. Hence, this is the thrust of this research.

Obviously, young people are Africa's greatest asset for the present and future, but they also represent a group with serious vulnerabilities. For Nigeria youths to be info-empowered, there has to be awareness of the use of ICT for empowerment, greater access to ICT tools, and an obstructed free flow of information. There is a need to explore how the students are using ICTs.

Purpose of the Study

The main purpose of this study is to design an entrepreneurship-oriented ICT syllabus framework for the Senior Secondary School (SSS) programme on the basis of the needs of learners as perceived by teachers and students. Specifically, it is to compare the prioritized entrepreneurship-oriented ICT needs of the students as perceived by the students and their teachers

Research Questions

1. What is the general perception of secondary school teachers and their students on the need for an entrepreneurship-oriented ICT syllabus for SSS programme?
2. Is there any difference between the prioritized entrepreneurship-oriented ICT content needs of the students by the students and their teachers?
3. What curriculum framework can be designed in ICT based on the perceptions of teachers and students concerning the students' entrepreneurship-oriented content needs?

Research Hypotheses

H₀₁: There is no significant difference in the prioritized entrepreneurship-Oriented ICT content needs of the students by the students and their teachers

Literature

Unemployment has call for a greater concern in the Nigeria economy. It constitutes a series of serious developmental problems and is increasingly more serious all over Nigeria. The major policy of the government and the international agencies is targeted at reducing the rate of unemployment (Fakiyesi, 2010).

"ICT implies the technology which consists of electronic devices and associated human interactive materials that enable the user to employ them for a wide range of teaching - learning processes in addition to personal use." (Blessing, 2009). These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.

Adegboye (2015) observed that, the youth sector of the population needs to be rediscovered and reintegrated into the mainstream to have a healthy society. However, finding productive engagement for our youths is the only answer to our vast development needs and the attempt to make entrepreneurship compulsory for all students will be a worthwhile alternative. It behoves students in various colleges and institutions of higher learning to acquire skills and capacity to be self-reliant as they complete their respective areas of specialization (Raimi, 2010).

Olorundare (1992) equally agreed that, a curriculum that is claimed to be adequately planned, useful and relevant must show the evidence that is geared towards the needs, interests, and general developmental level of the individual learners.

Mkpa (1987) considered the learners' needs as inherent in curriculum planning. This rests on the recognition that the motivation for curriculum planning is rooted in the desire of a society to nurture and perpetuate its characteristic life through the transmission of its culture to its young.

Research Methodology

The study adopted a descriptive survey research design. Self-administered questionnaire with three sections was used to collect data. A four-scale response rating pattern was used for section B and C. This was further modified to two (Agreed /Disagreed & Essential/Not Essential) during data analysis with a designed benchmark. Item-by-item analysis using mean ratings and standard deviation were used in answering research question 1 while analysis of variance (ANOVA) and Kruskal-Wallis test were used to test the only corresponding hypothesis. 192 copies of questionnaire

were administered but 187 (students=93; teachers=94) were returned and used. The respondents were drawn from 12 SSS across the three local government of the metropolis. Random sampling was used to the participants.

Data Analysis and Results

Research Question 1: What is the general perception of teachers and students on the need for an entrepreneurship-oriented ICT syllabus for the SSCE programme?

Table 1: Teachers' and Students' Perceptions on the need for an Entrepreneurship-oriented ICT Syllabus for the SSCE Programme

Item No.	Teachers		Students	
	Mean Rating	Decision	Mean Rating	Decision
1. ICT is related to entrepreneurship education	2.64	A	1.89	D
2. Expanding the entrepreneurship content in the SSS ICT syllabus is necessary and desirable	2.16	A	2.49	A
3. Entrepreneurship content in the SSS ICT syllabus is adequate	2.83	A	2.36	A
4. Entrepreneurship education and ICT is a panacea to poverty reduction among the Nigeria youth	2.93	A	2.81	A

Note: The benchmark is 2.0: A= Agreed and D = Disagreed

As shown in table 1, the teachers agreed with all the items revolving around the notion, needs and importance of entrepreneurship education and ICT at the SSS level, while the students agreed with three items. However, it was particularly noted that the two stakeholders had a consensus opinions on three items only. From this finding, teachers and students perceived the inculcation of entrepreneurship content in the SSS ICT syllabus as necessary and desirable. They equally hold that the entrepreneurship content in the SSS ICT syllabus is adequate and finally perceived the inculcation of entrepreneurship education and ICT into SSS program as a panacea to poverty reduction among the Nigeria youth.

Hypothesis 1: There is no significant difference in the prioritized entrepreneurship-Oriented ICT content needs of the students by the students and their teachers

Table 2: Entrepreneurship-oriented ICT Content Needs of SSS students as Perceived by the Students and their Teachers

S/N	Item	Students		Teachers		CMR	RANKING
		Mean Rating	Decision	Mean Rating	Decision		
1	Phone sales	2.92	NE	1.61	NE	4.53	13 TH
2	Phone call center	3.75	E	3.90	E	7.65	4 TH
3	Computer sales	3.52	E	1.50	NE	5.02	10 TH
4	Computer/Phone repairs & maintenance	3.98	E	3.93	E	7.91	1 ST
5	Computer/Phone parts & accessories	3.56	E	3.59	E	7.15	8 TH
6	Programming	1.90	NE	1.67	NE	3.57	14 TH
7	Networking	1.65	NE	1.83	NE	3.48	15 TH
8	Engraving	0.60	NE	1.56	NE	2.16	16 TH
9	Photography	3.72	E	3.67	E	7.39	6 TH
10	Photocopying/ Typing (Business Centre)	3.96	E	3.70	E	7.66	3 RD
11	Computer Training	3.91	E	3.87	E	7.78	2 ND
12	GSM Credit Card Retailing	3.86	E	3.76	E	7.62	5 TH
13	Cyber Café Management	3.71	E	3.58	E	7.29	7 TH
14	Desktop Publishing	1.08	NE	3.70	E	4.77	12 TH
15	Internet Trading/On-line Business	3.53	E	3.34	E	6.87	9 TH
16	Marketing	2.09	NE	2.88	NE	4.97	11 TH

Note: Benchmark = 3.0; NE=Not Essential; E =Essential

From Table 2, the seven highly ranked items by students are “computer/phone repairs and maintenance”, “photocopying/typing (business center)”, “computer training center”, “GSM credit card retailing”, “phone call centers”, “photography and video coverage” and “cyber café management”, while those of the teachers are “computer/phone repairs and maintenance”, “phone call centers”, “computer training center”, “GSM credit card retailing”, “phone call centers”, “desktop publishing” and “photography and video coverage”. However, it could be particularly noted from these findings that both students and teachers considered 10 items essential and six items non-essential but ranked “computer/phone repairs and maintenance” 1st and considered it the most essential.

In this study, the null hypothesis was formulated and tested at 0.05 alpha level. ANOVA and Kruskal-Wallis test were used to test the hypothesis. The result shows that the ranking and prioritization of students and teachers were not significantly different.

However, the degree of the difference is further illustrated in table 3.

Table 3: Kruskal-Wallis Test on Prioritization of Entrepreneurship-oriented ICT Content Needs of SSS students

	N	Mean rank	X^2	Df	Sig.	Decision
Students	93	47.74				
Teachers	94	48.08	1.10	1	0.16	Accepted
Total	187					

Table 3 presents the prioritized entrepreneurship needs of ICT students as perceived by the teachers and students. It is revealed from the table that, $df = 1$, $H = 1.10$ and $p > 0.05$. The null hypothesis is thus accepted. This implies that there was no significant difference in the entrepreneurship needs of the students as prioritized by the students and teachers.

The Proposed Curriculum Framework

Having identified the ICT-based entrepreneurship content needs and priorities of SSS students as indicated in the findings, the criteria of validity, significance, interest and learnability in the selection and organisation of content have been used to propose a content framework for the curriculum. The outlined ten preferred ICT-based entrepreneurship content needs of the students (computer/phone repairs & maintenance, computer training, photocopying/typing center, phone call center, GSM credit card retailing, photography, cyber café management, computer/phone accessories, internet trading/on-line businesses and computer sales) have been technically structured into three modules for curricular balance and to guide against content overloading:

- A. Computer Training & Servicing
- B. Computer Sales & Marketing
- C. On-line Businesses

The outlined modules and its sub-contents are to be integrated into the two ICT-based SSS subjects (i.e. Computer studies & Data processing).

Conclusion and Recommendations

Based on the findings, the following conclusions have been drawn. First, the respondents perceived the inculcation of entrepreneurship content in the SSS ICT syllabus as necessary and desirable. They equally hold that such a program constitute a panacea to poverty reduction among the Nigeria youth. It may also be concluded that ten out of the sixteen items listed have been identified and prioritized as the most essential by the respondents.

The study recommends that computer learning should be introduced right from primary schools to higher institutions so that everyone can be computer literate even when dropped out along the line. Again, the government should intensify effort in the provision of sufficient power supply and other enabling environment to boost ICT operation in our schools

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