



Towards Effective Teaching and Meaningful Learning of Entrepreneurship in Indigenous Language as an Enhancement for Self-Reliance

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Abstract- The problem of self-reliance has been a pressing issue that needs to be addressed especially among Nigerian youth, more so that vices prevalent in the country because of unemployment. To curb these vices, there is need to embrace the indigenous entrepreneurship/ trade an aspect of indigenous language which serves as a source job creation and empowerment in Nigerian society. Indigenous entrepreneurial skill is also a cultural aspect of a language which has been tried over the years and found reliable. This can be achieved by introducing its teaching to students in Junior Secondary School. This paper discusses the need for the teaching and learning of the culture of an indigenous language. (Yoruba Language as a Case Study) One of the cultural aspects of the Indigenous language is indigenous trade (Yoruba Language). Yoruba trades are supposed to be taught in Junior Secondary School as from JSS One to JSS three and some of the trades are farming, drumming, hairweaving etc. The effective teaching of indigenous trade which will motivate meaningful learning of the student will serve as a linkage between the language and being self-reliant through self-employment, or enterprise which is being referred to as entrepreneurship. This would serve as a panacea for solving the massive unemployment problem, prevent poverty and empower the majority of the citizens economically through the use of some of the indigenous trades which they have acquired from Junior Secondary School. Two instruments were used for the study; Questionnaires were administered to students to investigate the use of the methods materials through which students can be motivated, the role of type of school (Private and Public) and the influence of environment (urban and rural) would affect the learning of Indigenous trade. It is thus concluded that adequate instructional materials will enhance the effective learning of indigenous trades. Also, female students find language learning easier than male. It is also suggested that resource persons should be employed as instructors in schools and adult program to be organized for the learning of entrepreneurial skills.

Keywords- *Indigenous–Language, Trade, Entrepreneurial–skills, self-reliance, unemployment*

I. INTRODUCTION

The general attitude of the people towards the learning of Yoruba as one of the indigenous language is at the lowest ebb. Akinbote and viatonu (1996). Many researchers had made effort to revive people’s attitude to the effective teaching and learning of the language. The attitude of people and the prevalent vices in our society which is the cause is as a result of unemployment, it is then imperative to find a link between indigenous language with enterprise and self-employment (Arogundade 2011). This link is clearly spelt out in the objectives of the National policy on Education (NPE 2004) “Quality of Education at all levels has to be oriented towards inculcating acquisition of competences necessary for self-reliance.

This would serve as a panacea for solving the massive unemployment problem, prevent poverty and empower majority of the citizens economically (Aladekomo 2004 and Arogundade 2011). To achieve this, there is need to begin charity from home that is going back to a neglected cultural aspect of the Yoruba language in school which is indigenous trade to be able to make effective teaching and meaningful learning thus serving as an enhancement for self-reliance.

Effective teaching of indigenous entrepreneurial skills in the Yoruba language in Junior Secondary school will bring about a major shift in attitude towards self-employment. This opinion is in consonance with the Yoruba Language Curriculum (2007) which incorporated entrepreneurial skills into the relevant contents of the 9 year Basic Education curriculum in Nigeria. Such an integrated policy will ensure that a whole series of target groups, the students and youth in and out of school, the unemployment are enlightened on the importance of indigenous Yoruba trade to any society.

Indigenous entrepreneurial skills (Yoruba) are to be taught right from Junior Secondary School 1-3 as it is in the curriculum and the indigenous entrepreneurial skills are: farming, drumming, calabash carving, tie and dye, hair plaiting, bead making, cane work, clay work, broom making and the modern trades recently introduced are food selling, Yoruba musician, comedian etc. students should be exposed to the cultural aspect of Yoruba language which if taught adequately with instructional technology and pragmatic

approach will arouse the interest of the students and if developed upon can serve as a means of sustaining livelihood.

There is need to revive the cultural aspect of the indigenous language (Yoruba) and if this would be done effectively to the extent that will bring about meaningful learning in students, then teachers are expected to employ modern instructional technology and appropriate methods. Sotonwa, (2005) opine that effective teaching of Yoruba Language as an indigenous language depends on the methodology a teacher uses, which will bring effectiveness on the learning outcomes of students. He further viewed that teacher is always faced with the problem of choosing an appropriate teaching approach; the effectiveness of such approach depends upon a variety of factors which are within and outside the classroom environment. For example, instructional materials and equipment as well as textbooks are not adequately available in schools, a situation that makes it impossible for the teacher to use teaching materials and equipment during teaching. (Akindolu 1995 & Sotonwa 1998). Besides, learners are not always exposed to the practical nature of Yoruba language more so, when the teaching of trade which is a cultural aspect of the indigenous language is more practical and functional than the theoretical aspect as used by the teacher in the classroom. This will make students to understand the content, develop interest in the content, create knowledge; and apply knowledge in the everyday activities.

Curriculum of Yoruba language is supposed to reflect depth, appropriateness and inter- relatedness of the curricula content, but it reflects incomprehensiveness. Only two trades are stated in the curriculum for a week in three years and these are farming and drumming. Some other indigenous entrepreneurial skills are mentioned in Ladele et al (1986) such as “tie and dye”, pot molding, oil making, calabash carving, hair weaving, bead making and some other modern trades that have been incorporated into the Yoruba Language such as Yoruba Theater, Yoruba musician, food seller and Yoruba comedian.

II. RESEARCH QUESTIONS

The study is therefore out to find answers to the following research questions:

1. How do JSS students generally perceived effective learning of indigenous entrepreneurial skills?
2. Will male and female junior secondary school students differ significantly in perception of effective learning of indigenous entrepreneurial skills?
3. Will urban and rural based junior secondary school students differ significantly in perception of effective learning of indigenous entrepreneurial skills?

III. RESEARCH METHODOLOGY

The study adopted a survey research and simple random sampling was used to select the subjects.

IV. SAMPLING METHOD

Three hundred and twenty Junior Secondary Students were randomly selected from eight schools in the two geopolitical zones of Ijebu division in Ogun state, Nigeria. Forty students in each school and four schools were selected from each zone comprising of four private and four public schools.

V. INSTRUMENT

A Likert scale questionnaire was administered to Junior Secondary Students. Data was collected and frequency and chi-square were used to analyze the results.

A. Results

Research Question 2: How do JSS students generally perceived effective learning of indigenous entrepreneurial skills?

TABLE I. DISTRIBUTION OF JSS STUDENTS' PERCEPTION OF EFFECTIVE LEARNING OF INDIGENOUS ENTREPRENEURIAL SKILLS

S/N	Items on the Questionnaire	Mean Score	Std. Deviation	Remark
1.	The knowledge of indigenous trade helps to be self-reliant.	3.60	.491	Positive
2.	I am interested in learning indigenous Entrepreneurial skills.	3,10	.539	Positive
3.	I am interested in learning indigenous Entrepreneurial skills but my parents prefer me to face my studies	2.80	.750	Positive
4.	I want to learn the Indigenous Entrepreneurial skills but my house is very far to the workshop	2.50	.807	Negative
5.	When films or Pictures are used to teach me the indigenous Entrepreneurial skills my interest is highly motivated.	3.30	.901	Positive
6.	I like going on Excursions to where Indigenous Entrepreneurial skills are practiced.	3.70	.459	Positive
7.	The Learning of Indigenous Entrepreneurial skills will earn me more money.	3.70	.459	Positive
8.	I have never been taught any of the Indigenous Entrepreneurial.	2.60	.801	Positive
9.	Indigenous Entrepreneurial skills are easily learnt in the cities rather than villages.	3.30	.782	Positive
10.	Girls find it very easy to learn Indigenous Entrepreneurial skills more than boys.	2.60	.801	Positive

Table 1 revealed the distribution of the mean and standard deviation scores of respondents' perceptions of effective learning of indigenous entrepreneurial skills. The result in Table 1 showed that the sampled junior secondary school students recorded positive and high perception scores in nine out of the ten items on the students' perception questionnaire. High perception scores implied a mean score of more than 2.50 (the benchmark mean score), while any mean score of 2.50 or less result in negative or low perception. The table thus revealed that the students' perception of effective learning of indigenous entrepreneurial skills can generally be described as high or positive since all the 320 students recorded mean perception score that reflects positive perception in nine out of the ten statements on the perception scale.

Research Question 2: Will male and female junior secondary school students differ significantly in perception of effective learning of indigenous entrepreneurial skills?

TABLE II. GENDER DIFFERENCE IN THE JSS STUDENTS' PERCEPTION SCORES

Students' Gender	N	Mean	S.D.	df	t	Sig. of t
Male	160	19.20	1.47	318	2.703	.039*
Female	160	18.80	1.94			
Total	320					

* indicate significant t at $P > 0.05$

The result in Table 2 revealed significant outcome ($t = 2.703, P < 0.05$). This outcome implied that the sampled male and female students differed significantly in their perception scores. The mean perception score of 19.20 recorded by the male students is higher than that of the female students who recorded a mean perception score of 18.80, with a difference that is statistically significant. Hence, there is significant difference in the perception of male and female junior secondary school students on effective learning of indigenous entrepreneurial skills in favour of the male students.

Research Question 3: Will urban and rural based junior secondary school students differ significantly in perception of effective learning of indigenous entrepreneurial skills?

TABLE III. DIFFERENCE IN JSS STUDENTS' PERCEPTION SCORES ACCORDING TO LOCATION

Students' Location	N	Mean	S.D.	Df	T	Sig. of t
Urban	160	19.00	2.10	318	5.172	.000*
Rural	160	17.80	2.05			
Total	320					

* indicate significant t at $P > 0.05$

The result in Table 3 revealed significant outcome ($t = 5.172, P < 0.05$). This outcome implied that the sampled urban and rural based students differed significantly in perception scores. The mean perception score of 19.00 recorded by the city based (urban) JSS students is higher than that of the village based (rural) JSS students who recorded mean perception score of 17.80, the difference being statistically significant. Hence, there is significant difference in the perception of city based and village based junior secondary school students on effective learning of indigenous entrepreneurial skills in favour of the urban based students.

VI. METHOD OF DATA ANALYSIS

Data collected were analyzed both descriptively and inferentially. The research question 1 was answered using mean and standard deviation scores while the remaining research questions were answered using the independent t-test of significance at the 0.05 level of significance. The t-test was appropriate to test for significant difference in the students' perception of effective learning of indigenous entrepreneurial skills according to gender and location classification.

VII. SUMMARY OF FINDINGS

The following are the major findings in the study:

- i. Junior secondary school students generally recorded high and positive perception of effective learning of indigenous entrepreneurial skills.
- ii. There is significant difference in the perception of male and female junior secondary school students of effective learning of indigenous entrepreneurial skills in favour of the male students.
- iii. There is significant difference in the perception of urban and rural based junior secondary school students of effective learning of indigenous entrepreneurial skills in favour of the city based students.

VIII. DISCUSSION

The general responses of Junior Secondary students revealed in items 1 and 7 that indigenous entrepreneurial skills can make one to be self-reliant. Items 2-4 revealed that students were willing to learn but due to some constraints like living very far from the place of learning the skills, perhaps the interest against the wish of the parents. Some students indicated that they have never been taught the indigenous entrepreneurial skills. Items 5-6 declares the interest of the students that if the modern methods coupled with the existing ones are introduced for effective teaching of the indigenous entrepreneurial skills, that will get their interest motivated towards learning the skills. It was also revealed that majority of the students that girls find it easy to learn the entrepreneurial skills more than boys. This in agreement with Benson (2002) that girls learn better and build confidence in language learning. Research question III was answered that environment

does not hinder the attitude of the students but both students in rural and urban areas are not exposed to the learning of indigenous entrepreneurial skills. All these entrepreneurial skills have physical structures which are typical to Yoruba language without the language; these skills are losing their original structure. It is obvious that the learning of the indigenous entrepreneurial skills has been neglected and they need to be revived not only among the students but also among the adults.

IX. CONCLUSION

The study revealed that adequate instructional material and method will enhance the learning of indigenous trade, and that Junior Secondary students in urban schools are exposed to many important places so they easily grasp the trade. Public school Junior Secondary students are to be exposed to the language policy, while the private school students adhere strictly to the tune of the school. The study also revealed that female students are easily adaptable to language learning than male students.

X. SUGGESTIONS

The following suggestions were made:

1. Organizing training programme for teachers to be able to make use of effective and appropriate method for the teaching of entrepreneurial skills.
2. Students should be exposed to excursion trip and the use of resource person to make the teaching and learning of entrepreneurial skills more real and effective.
3. More funds should be released for the development of the indigenous language.
4. Textbooks on entrepreneurial education should be developed and the use of film and video tape to make the concept more practical to the extent that if the trade is developed, it can be used as a second career in future which can earn some of them living and become self-employed or self-reliant.

5. Government should appoint some resource persons who are experts in the skills to serve as instructors in all secondary school so as to impart these skills to students.
6. Adult programme should be organized on the learning of indigenous entrepreneurial skills. So that everyone will benefit in the acquisition of these skills and build a self-reliant nation.
7. Entrepreneurial centres should be established and people should be employed to produce different types of entrepreneurial products for sale. This will sustain the mastery of the skills and will eventually boost the economy of the nation.

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