

IMPLEMENTING ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS IN ANAOCHA LOCAL GOVERNMENT AREA, ANAMBRA STATE

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Abstract

Entrepreneurship education is education given to individuals to enable them identify business prospects and provide them with the right type of knowledge, competencies, skills and attitudes. The study therefore, investigated the implementation of entrepreneurship education in senior secondary schools in Anambra state. The study sought to find out the availability of material and human resources for entrepreneurship education and students' views and suggestions towards implementation of entrepreneurship education. Four research questions guided the study. A descriptive survey design was adopted and the study was carried out in Anaocha Local Government Area of Anambra State. The sample for the study was 160 SSII school students from eight schools in Anaocha LGA. The instrument for data collection was a questionnaire titled "Implementing Entrepreneurship Education Questionnaire (IEEQ). The instrument was validated by three experts. A reliability coefficient of 0.82 was obtained making the instrument reliable for the study using Cronbach Alpha reliability estimate. Research questions one and two were answered using frequencies and simple percentages. Questions three and four were answered using mean scores. The findings showed poor availability of material and human resources for entrepreneurship education. The findings further revealed that students viewed entrepreneurship education as a mirage in Anaocha LGA and mainly suggested that an ample time be given to senior secondary school students to go for industrial attachment. Based on the findings, it was recommended that well meaning organizations, individuals and government should provide adequate resources for entrepreneurship education. It was further recommended that federal ministry of education through appropriate channel/s should integrate proper industrial attachment for students at senior secondary school level as this will go a long way to harvesting the youths from the cradle.

Key words: Implementation, Entrepreneurship, Education, Resources and Secondary Schools

Introduction

The world is constantly changing with its attendant challenges. There is no doubt that education can be used to keep abreast of these changes and to overcome the challenges. Education promotes national development in any nation. The goal of every nation including Nigeria is to have a sound, creative, functional and effective citizenry. This goal is mostly achieved through functional and effective education. Education as an investment prepares the citizens of a nation for present and future challenges. To meet this challenge schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life (Pacific Policy Research Center, 2010). Therefore, for any nation to grow and develop it should provide a vista of opportunities to the citizens towards acquiring and developing knowledge, skills, competencies and attitudes that will enable them to effectively fit and function in this ever changing world.

There seems to be an increased pace of globalization, technological and scientific changes, economic, religious, political and ethnic tensions and social challenges recently. According to Jerald (2009), new technologies, combined with demographic, political, and economic trends, have altered people's work and social lives in ways that have significant consequences for today's young people. The consequences are that there may be need for new and/or updated knowledge, skills, competencies, attitudes and values. These needs especially in developing countries among others include: scientific and technological and economic advancement, job creation/employment, peace, unity, tolerance and political stability. There is therefore a great need for entrepreneurship education to train and prepare individuals to develop knowledge, skills and attitude to cope with life and surmount their economic challenges.

Entrepreneurship is the process of taking risk and venturing into business ventures. It is the planning and development of enterprises whether in big or small scale. Sobel (2008) defined entrepreneurship as the process of discovering new ways of combining resources. This entails selecting resources combination that yields the highest output. In this study, entrepreneurship is defined as a deliberate effort towards generating business ideas, sourcing for resources and the actual execution of the ideas with generating income as the main motive. For one to actually do this, one requires entrepreneurship education.

Entrepreneurship education prepares one for relevant economic and functional life. Osalor, (2013) noted that entrepreneurship education focuses on developing understanding and capacity for pursuit, of entrepreneurial behaviours, skills and attributes in widely different contexts. Accordingly, Akinola (2012) defined entrepreneurship education as the willingness and ability of an individual to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise. The Consortium for Entrepreneurship

Education (2004) defined entrepreneurship education as a lifelong learning process, starting in elementary school and progressing through all levels of education, including adult education. In this study, entrepreneurship education is education given to individuals in schools to enable them identify business prospects and provide them with the right type of knowledge, competencies, skills and attitudes to work on them.

Entrepreneurship education includes topics like small business design, micro-enterprise, small business management, enterprising behaviour, home-based business, self employment, or just plain business start up (Consortium for Entrepreneurship Education, 2004). Entrepreneurship education may be formal or informal. It entails equipping the participants with the capability to discover, scrutinize and grab available opportunities in the environment having acquired the right knowledge and skills.

The role of entrepreneurship education at senior secondary school level cannot be overemphasized. Since it is not every secondary school graduate that would have interest or resources for higher education and/or gain admission into tertiary institutions, it becomes imperative to help the students acquire skills that will help them to contribute to economic growth and development. Uleanya (2017) averred that the economic growth of a country is dependent on individuals who possess productive entrepreneurship knowledge and skills. Ramanigopal, Palaniappan and Hemalatha (2012), highlighted the following as the benefits of entrepreneurship education to secondary school students: Creation of entrepreneurial thinkers who also have the skills and tools to start their own businesses; Write a business plan; Apply economic principles; Determine individual entrepreneurial interests; Apply basic marketing skills; Use strategies for idea generation; Assess feasibility of ideas; Manage risk; Identify legitimate sources of capital; Evaluate ownership structures; Translate problems into opportunities; Apply principles of human relations management; Speak "business" & "entrepreneurship"; Apply basic accounting principles; Engage in ethical business practices; and Demonstrate financial management

As can be seen, entrepreneurship education can positively impact a learner at senior secondary school. This may explain why there are such a wide variety of entrepreneurship education programmes, all of which can provide important outcomes at various stages of a learner's life. This is the essence of introduction of vocational courses which are integral part of entrepreneurial education like the Basic/Introductory Technology and business education at Junior Secondary level, and wood and metal works, basic electrical and electronics, auto mechanics, building construction, home management and food nutrition among others at senior secondary level. This is to ensure development of skills that will make the citizens self reliant for useful living in society.

However, having effective entrepreneurship education does not stop at its mere inclusion in the secondary school curriculum but also having quality implementation to achieve desired goals. Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005). Implementation, according to Durlak (1998) refers to how well a proposed program is put into practice. In this study, implementation is seen as the proper execution of educational programmes with the recommended and appropriate resources and procedures. In Nigeria senior secondary education, it is not clear whether the entrepreneurship education programmes introduced at that level are actually attaining their goals. The number of unemployed graduates in Nigeria tends to show that most of them may not have applicable, marketable, employable and entrepreneurial knowledge and skills that would make them relevant in society. Everybody appears to be waiting for government and white collar jobs that are barely in existence. This situation also has its attendant consequences. It makes the country to be economically dependent. The high rate of unemployment has made youths to resort to all sorts of crimes such as kidnapping, armed robbery, prostitution, cyber crimes, thuggery and terrorism among others (Akudolu, 2010). Olanipekun, Brimah and Rabi, (2015) noted that most nations who are economic giants today, started by equipping their citizens with the right type of education - education that will enable them use both their heads and hands. Therefore, there is need to find out the level of implementation of entrepreneurship education in Nigeria senior secondary schools.

Research Questions

- 1) What are the material resources available for implementing entrepreneurship education in senior secondary schools?
- 2) What are the human resources available for implementing entrepreneurship education in senior secondary schools?
- 3) What are students' perceptions of entrepreneurship education in senior secondary schools?
- 4) What are students' suggestions for implementing entrepreneurship education in senior secondary schools?

Methods

A descriptive survey design was employed in this study. Descriptive survey design was deemed suitable since it collected data from a sample of students representing an entire population to describe the state of the art of entrepreneurship education at senior secondary school level. This study was carried out in Anaocha Local Government Area, Anambra State. The population of this study comprised of all the 1,387 senior secondary school II students from the sixteen public secondary schools in Anaocha Local Government Area, Anambra State. 160 SSII school students

from eight secondary schools in Anaocha LGA constituted the sample for the study. Simple random sampling technique was used to draw eight schools from the sixteen public secondary schools. Twenty SSII students were drawn from each of the eight schools using simple random sampling.

A questionnaire titled "Implementation of Entrepreneurship Education Questionnaire (IEEQ)" was used for data collection. The questionnaire has four clusters. Clusters one and two are on availability of material and human resources respectively. The two clusters have response options of available and not available. Clusters three and four are on students' perceptions and suggestions for improving entrepreneurship education respectively with response options of strongly agree (4points), agree (3points), disagree (2points) and strongly disagree (1point).

The instrument was validated by three experts from University of Nigeria, Nsukka. Their corrections and suggestions were duly effected in the final draft of the instrument. A reliability test for clusters three and four was done using Cronbach Alpha reliability estimate with data obtained from twenty SSII students outside the sampled schools. A reliability index of 0.82 was obtained making the instrument suitable for the study.

Data were collected using face to face administration of the questionnaire. The researcher visited the sampled schools in person to administer the instrument. The questionnaires were collected on the spot after filling by the respondents. This ensured 100% return of the questionnaires.

Research questions one and two were answered using frequencies and simple percentages. The benchmark for availability is 50%. Items with 0-49% means not available while items with 50% and above means available. Questions three and four were answered using mean scores. The bench mark for acceptance is 2.50. Items with mean scores of 0-0.49 shows not accepted while items with mean scores of 0.50 and above shows accepted.

Results

Research question 1: What are the material resources available for implementing entrepreneurship education in senior secondary schools?

Table 1: Material resources available for implementing entrepreneurship education in senior secondary schools

S/N	Item	Frequency/Percentage		Decision
		Available (%)	Not Available (%)	
1	Functional Laboratory for wood works	37(23.1)	123(76.9)	NA
2	Well equipped Electronic laboratory	15(9.4)	145(90.6)	NA
3	Functional Electrical laboratory	18(11.3)	142(88.8)	NA
4	Materials for Beads making	1(0.6)	159(99.4)	NA

5	Technical drawing laboratory	105(65.6)	55(34.4)	A
6	Welding facilities	7(4.4)	153(95.6)	NA
7	Bricklaying facilities	11(6.9)	149(93.1)	NA
8	Laboratory for metal work	32(20.0)	128(80.0)	NA
9	Hair dressing facilities	6(3.8)	154(96.3)	NA
10	Sewing/tailoring facilities	14(8.8)	146(91.3)	NA
11	Bakery facilities	12(7.5)	148(92.5)	NA
12	Soap making facilities	16(10.0)	144(90.0)	NA

NA = Not Available

A = Available

The data on table 1 reveal that the material resources for entrepreneurship education are not available. All the items had 50% and above on non availability. It is only item 5 – technical drawing laboratory that got 65.6% availability. These results show that material resources for entrepreneurship education are unavailable in senior secondary school level.

Research question 2: What are the human resources available for implementing entrepreneurship education in senior secondary schools?

Table 2: Human resources available for implementing entrepreneurship education in senior secondary schools

S/N	Item	Frequency/Percentage		Decision
		Available (%)	Not Available (%)	
1	Personnel in wood work	63(39.4)	97(60.6)	A
2	Personnel for Electronics	33(20.6)	127(79.4)	NA
3	Personnel for Electricals	37(23.1)	123(76.9)	NA
4	Personnel for teaching welding	8(5.0)	152(95.0)	NA
5	Personnel for teaching Beads making	0(0.0)	160(100.0)	NA
6	Personnel for Technical drawing	124(77.5)	36(22.5)	A
7	Hair dressing teachers	3(1.9)	157(98.1)	NA
8	Bricklaying teachers	11(6.9)	148(93.1)	NA
9	Metal work teachers	18(11.3)	142(88.8)	NA
10	Sewing/tailoring teachers	31(19.4)	129(80.6)	NA
11	Bakery teachers	25(15.6)	135(84.4)	NA
12	Soap making teachers	2(1.3)	158(98.8)	NA
13	Technicians for repairs and maintenance	8(5.0)	152(95.0)	NA

NA = Not Available

A = Available

From table 2, the data indicate that the human resources for entrepreneurship education are not available. All the items had 50% and above on non availability. It is only item 6 – personnel technical drawing that got 77.5%

availability. These indicate that human resources for entrepreneurship education are unavailable in senior secondary school level.

Research question 3: What are students' perceptions of entrepreneurship education in senior secondary schools?

Table 3: Students' perceptions of entrepreneurship education in senior secondary schools

S/N	Item	Mean	Decision
1	I think that government is just paying lip service to entrepreneurship education	2.88	Accept
2	Entrepreneurship education is not making any progress in my school	2.92	Accept
3	Entrepreneurship education is just waste of time	2.74	Accept
4	The way things are in my school, entrepreneurship education is still an illusion	2.86	Accept
5	I am not capable of any entrepreneurial work	2.59	Accept
6	I lack entrepreneurial skills despite the subjects introduced	2.56	Accept
7	I do not think that I am capable of doing any entrepreneurial work on my own from my knowledge of entrepreneurship education	2.68	Accept
8	My teachers simply teach for us to pass SSCE not to acquire any entrepreneurial skill for future use	2.73	Accept
9	If I finish secondary school, I can start up a money-making venture based on what I am taught in school	2.03	Reject
10	Entrepreneurship education is mainly theoretical in my school	3.13	Accept

Table 3 reveals that all the items showing students' negative views on entrepreneurship education are accepted. Students' indicated that the introduction of entrepreneurship education programmes have not helped them acquire any entrepreneurial skills. This indicates that students have negative views on entrepreneurship education and view it as an illusion.

Research question 4: What are students' suggestions for implementing entrepreneurship education in senior secondary schools?

Table 4: Students' suggestions for implementing entrepreneurship education in senior secondary education

S/N	Item	Mean	Decision
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1	Provision of resources for entrepreneurship education	3.46	Accept
2	Giving ample time for industrial attachment at secondary school level	3.61	Accept
3	Going for excursions/field trips	2.79	Accept
4	Reducing the number of subjects offered at secondary school level	2.44	Reject
5	Giving special loans to secondary school graduates that want to venture into small skill businesses	2.58	Accept
6	Inviting professionals and other workers already in the field into the classroom to demonstrate some working skills to students	2.66	Accept

The data on table 4 show that all the suggestions are acceptable to students except item 4 - reducing the number of subjects offered at secondary school level. This indicates that the items are possible solutions to having effective entrepreneurship education at senior secondary school level.

Discussion

The findings of this study revealed unavailability of material resources for entrepreneurship education. Functional laboratory for wood work, well equipped electronic laboratory, functional electrical laboratory, materials for beads making, welding facilities, bricklaying facilities, laboratory for metal work, hair dressing facilities, sewing/tailoring facilities, bakery department, and soap making facilities are unavailable for entrepreneurship education in the secondary schools. The findings further showed that human resources are unavailable for entrepreneurship education. The necessary personnel required for entrepreneurship education are evidently lacking. One wonders what kind of entrepreneurial skills and abilities students would acquire under such condition of stack lack. These findings are in line with those of Arokoyu and Nwafor (2018) who found out that entrepreneurial education in Nigerian secondary schools is at low level.

Furthermore, the findings also revealed that students have negative perceptions on entrepreneurship education and expressed lack of any entrepreneurial skills for their future use. The students further viewed entrepreneurship education as theoretically-based and thus an illusion in senior secondary school level. In line with this, Yang (2016) observed that entrepreneurship education fails to thrive due to students' lack of conviction as well as teachers' perception and orientation of the programme. Yang further noted that teachers perceive and treat entrepreneurship education programmes as being knowledge based when it is expected to be action oriented. With the way things are with

entrepreneurship education at senior secondary school level, senior secondary school graduates will continue to roam about Nigerian streets with no knowledge and skills of engaging in any meaningful business whether small, medium or large.

Conclusion

Based on the findings of this study, the researcher concludes that there is unavailability of material and human resources for entrepreneurship education at senior secondary school level in Anaocha LGA. The researcher further concludes that presently, entrepreneurship education at senior secondary school level is a mirage. Finally, the researcher concludes that giving senior secondary school students opportunities for industrial attachment will help students acquire necessary entrepreneurial skills for becoming productive and useful to themselves and society at large. This will go a long way to in engaging the youths early in life instead of waiting till they are in higher institutions which some of them may not have the opportunity to attend.

Recommendations

Based on the findings of this study, the following recommendations are made:

- 1) Adequate material resources for entrepreneurship education should be provided by school administrators, governments, and other well meaning agencies/organizations and individuals;
- 2) School administrators and teachers should plan with parents/guardians for students to go on field trips and excursions in order to experience work life first hand;
- 3) Government through the Ministry of Education and other relevant agencies should plan for students' industrial attachment at senior secondary school level;
- 4) School administrators should from time to time arrange workshops for students where professionals and other workers from various works of life are invited to schools for students to learn various skills; and
- 5) Government should train and recruit teachers and other personnel who have entrepreneurial skills.

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