

## **EFFECTIVE TEACHING AND LEARNING OF ENTREPRENEURIAL EDUCATION AT BASIC LEVEL: A PANACEA FOR NATIONAL ECONOMIC DEVELOPMENT**

**<sup>1</sup>Kate Ogechukwu Ezeoba & <sup>2</sup>Damian Ntomchukwu Abba**

<sup>1,2</sup>Department of Curriculum and Instructional Technology,  
Nwafor Orizu College of Education, Nsugbe, Anambra State

### **Abstract**

Good qualitative education and training system eradicate stunted educational development and under growth but enhance national productivity, which of course; is stemmed out from a right knowledge and right skills acquisition. Consequently, the purpose of this paper is to investigate the effective teaching and learning of entrepreneur skills at basic educational level for national economic development. The study was guided by four research questions and adapted a descriptive survey research design. The sample involved 400 teachers selected through simple random sampling techniques from population of 1356 teachers from basic schools in Onitsha North Education Zone. A 40 items questionnaire developed by the researchers and validated by experts was used to collect data for the study and reliability index of 0.82 was realized using Pearson product movement correlation coefficient. Data obtained were analyzed and reported using mean and standard deviation. The findings indicated among other things, that serving teachers to an extent lack the professional skills and techniques required for effective teaching and learning entrepreneur skills at basic levels. Therefore, it was concluded that instilling entrepreneur skills and its spirit in the life of the citizenry at basic educational level serve as fertile ground for equipping individuals with acceptable educational skills for national economic development. Certainly, if it fails at this level, then national development would be elusive. Hence basic education is bedrock of education and entrepreneur skills of the citizenry is an indispensable catalyst of development of any nation. Based on the findings, it was recommended that teachers with resounding professional pedagogies are needed to be recruited urgently in the system without bias to carry out the assignment. More so, government at all tiers in collaboration with spirited individuals should show strong commitment in funding basic education in all ramifications through the Ministry of Education for national economic development. Only this will make programme objectives achievable.

**Keywords:** Basic Education, Entrepreneurship, Skills, Economic, Development.

### **Introduction**

The creation of a country's wealth and dynamism depends upon the competitiveness of its firms and this, in turn, relies fundamentally on the capabilities

of its citizenry. This is possible in the lives of the citizen when the educational system that produce them are of quality and quantitative in nature covering entrepreneurial education right from basic education level. Kubow and Fossum (2003) assert that, education promotes social change as it is an indispensable catalyst of development of any nation. It is all round drawing out of the best in a child's body, mind and spirit. This explains why the state of education in Nigeria continues to be our national discourse at all levels. Therefore, discussions on education and its reforms to make it contribute meaningfully to national unity, and development should gradually and systematically move away from a politicized to a more analytical approach that appreciates the complexities inherent in proffering genuine and workable solutions for revamping our educational system towards achieving quality education that is entrepreneurship oriented for national economic growth.

Entrepreneurship is the willingness, ability of individual to conceive and develop an ideal and utilizes available human and material resources in order to make gain therein. It is widely believed that entrepreneurial activity is a critical component to a prosperous society in that entrepreneurs create jobs, drive progress and contribute to economic growth. Thus, entrepreneurship education is a functional education centered on making recipient to be employee of labour rather than job seekers (Odah & Uwaifo, 2010). Through qualitative teaching and learning of entrepreneurial education, pupils are equipped with skills like; painting, crafts, fashion, agro allied production skill etc. (ECFDOVT, 2007). It stimulates rural economic and industrial development of a society, therefore needed by all individual irrespective of class and social status (Olowe, 2011; Mbah & Onoh, 2016). Effective entrepreneurial studies help to unlock the potential of an individual and prepare him/her in discovering, and exploiting of opportunities, in other words, new products, production processes; new strategies and new markets for products and inputs that did not previously exist (Shane & Venkataraman, 2000).

From the forgoing, it is not overstatements that in the face of Nigeria economic crunch that effective and functional entrepreneurial education at basic educational level have a far reaching positive implication to Nigeria economic growth. Entrepreneurship with its attendant consequences, is one of the best means of triggering economic and social development in developing nations like ours, thus catalyzing the process of entrepreneurship in developing countries will accelerate the process of economic growth and social development (Thomas & Mueller, 2000). Adepaju (1998) maybe right when he implied that, people and nations are what they are because of the nature and types of education they have been exposed to right from basic educational level. The economic growth and development of any society must have a solid foundation of citizens that are entrepreneurially oriented that stemmed from good quality education and training system (Ezeoba & Abba, 2017).

Basic education is an education that makes the possessor a full functioning and active member of his/her society. It should be noted that the major premise of

effective basic education is that the end results of the educative process will be determined by the effectiveness of the teaching and learning encounter which facilitate learning for self-actualization and national development. According to (UNESCO, 2000), basic education is defined to cover early childhood education, primary education, lower secondary, and non- formal education. As important as basic education towards national growth, its effect can only be felt if, the route to its attainment is designed and maintain through professional accuracy. Career guidance has been identified as a key in addressing this mismatch between the needs of society and the products of the educational and training system thereby dealing with unemployment and improving labour mobility (Balasuriya & Hugbes, 2003). It implied that there should be effective teaching and learning of all subjects including entrepreneurial studies right from basic level.

Not minding high enrolment of school age children at basic level in recent time, Leu and Price-Rom (2005) contend that the issue of quality has become critical in many countries that are expanding enrolments and in nations with constrained resources. Thus, success in increasing access to basic education has often led to declining quality in term of some schools lacking quality and quantity entrepreneurial teachers, theories are more emphasized in schools than practical and modern instructional and infrastructural facilities are not adequate in schools among other things. The implication of this declining quality of education at basic level has far reaching negative impact on a nation's moral, civic, cultural and economic sustainability. It is against this background that this paper investigated achieving national economic growth through effective teaching and learning of entrepreneurial education at basic education level.

In view of the above, the aim of this study is to examine the effect of teaching and learning of entrepreneurial education at basic education level as a panacea for national economic growth. This study therefore specifically sought to:

1. Ascertain various entrepreneur skills that could be acquired through effective teaching and learning of entrepreneurial education;
2. Determine the extent of teaching and learning of entrepreneurial education at basic education level;
3. Find out whether facility for imparting entrepreneurial education are made available at basic education level;
4. Determine some possible ways entrepreneurial skills can be enhanced at basic education level.

In other to achieve the specific objective of this study, the following research questions guided the study:

1. What are the various types of skills that could be acquired through qualitative teaching and learning of entrepreneurial education?

2. What is the extent of teaching and learning entrepreneurial education at basic education level?
3. What is the extent of instructional resources available for effective entrepreneurial education at basic education level?
4. What are the some possible ways entrepreneurial skills can be enhanced at basic education level?

### Method

This study adopted descriptive survey research design to assess how effective teaching and learning entrepreneurial education at basic education level serve as a panacea for national economic development.

The population of this study comprised all the 1356 teachers from the government owned basic schools in the Onitsha North Education Zone. Sample size of 400 teachers was established using Yan (1957) method. Sample consisting of 400 teachers were randomly selected using simple random sampling techniques drawn from the government owned basic schools in the education zone.

Data were collected using a structured questionnaire developed by the researchers. The instrument was validated by a school head and two experts in the Department of Measurement and Evaluation Nnamdi Azikiwe University, Awka for face and content validation. Following their recommendations, the final draft of the instrument was produced. This is to make provision for maximum efficiency of the instrument as well as eliminate complex, redundant and overloaded questions from the instruments. The reliability of the instrument was established as 0.82 using the Person's Product Moment Correlation Coefficient.

The instrument was administered to the 400 respondents using a face to face method. The numbers of item question raised were 40. The Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used. The scale is weighted 4, 3, 2, and 1 respectively. For decision on the result in table any mean less than 3.00 are taken as rejected while the rest are agree. The data collected was analyzed using mean and standard deviation.

### Results

**Research question one:** What are the various types of skills that could be acquired through qualitative teaching and learning of entrepreneurial education?

**Table 1: Mean and standard deviation on the various types of skills that could be acquired through qualitative teaching and learning of entrepreneurial education**

S/N	Questionnaire items	N	$\bar{X}$	STD	Decision
1.	Garment making skills	400	3.40	0.91	Agree
2.	Foot-mat making	400	3.43	0.92	Agree
3.	Catering making skills	400	3.39	0.90	Agree

4. Fashion making skills	400	3.45	0.93	Agree
5. Make-up making skills	400	3.42	0.90	Agree
6. Crafts and artisanship	400	3.39	0.89	Agree
7. Computer skills	400	3.42	0.91	Agree
8. Painting skills	400	3.45	0.94	Agree
9. Dyeing making skills	400	3.42	0.91	Agree
10. Car and toilet washing solution making	400	3.39	0.88	Agree
11. Hands washing solution making	400	3.38	0.92	Agree
12. Plate and pot washing solution making	400	3.39	0.89	Agree
13. Allied agro-farming skills	400	3.38	0.88	Agree

The Table 1 shows that items number 1 to 13 were all agree. This means that through entrepreneurial education garment making skills, footwear skills, fashion making skill among others can be acquired. This show that basic educational level has what it takes to equip the pupils of the said educational level with right entrepreneurial skills thus, making the pupils creative and productivity member of the society thereafter. Therefore, the teachers of this educational level need to harness the potential of the pupils in right direction for national economic growth. Effective teaching and assessment of learners by the teachers should be ensured. Only this would make the citizenry functional and productive members of the society as they contribute meaningfully to economic growth.

**Research question two:** What is the extent of teaching and learning entrepreneurial educational at basic education level?

**Table 2: Mean and standard deviation on the extent of teaching and learning entrepreneurial educational at basic education level**

S/No	questionnaires items	N	$\bar{X}$	SD	Decision
14.	Pupils are mostly engaged in theory than practical	400	3.40	0.91	Agree
15.	Scheme of works are rarely covered	400	3.43	0.93	Agree
16.	Some basic school teachers are not professionally qualified to teach thus, lacks teaching pedagogy	400	3.42	0.91	Agree
17.	Both internal and external supervision is lacking	400	3.38	0.89	Agree
18.	Constant power failure limit the use of some learning resources	400	3.41	0.91	Agree
19.	Some teachers are not knowledgeable enough to handle modern instructional technologies for the programme implementation	400	3.40	0.90	Agree
20.	Time allocated to the programme is not enough	400	3.37	0.87	Agree
21.	The programme is not regularly taught	400	3.31	0.83	Agree

22.	Learning environment discourages pupils interest	400	3.41	0.92	Agree
23.	Administrative bottleneck frustrate smooth running of the programme	400	3.32	0.85	Agree

The Table 2 shows that items number 14 to 23 were all agree. This revealed that entrepreneurial education is yet to find its way effectively in Nigerian basic school system. Thus, teaching of entrepreneurial education in Nigerian basic school system is not effectively done due to some issues ranging from administrative bottle neck, learning environment, majority of teachers lack the professional skills and techniques to handle modern instructional technologies for the entrepreneurial education and others as indicated by the result.

**Research question three:** What is the extent of instructional resources available for effective teaching and learning of entrepreneurial education at basic educational level?

**Table 3: Mean and standard deviation on the extent of instructional resources available for teaching and learning of entrepreneurial education at basic educational level**

S/No	questionnaires items	N	$\bar{X}$	SD	Decision
24.	There is inadequate infrastructure facilities	400	3.38	0.90	Accepted
25.	Modern teaching and learning resources are inadequate	400	3.41	0.91	Accepted
26.	Dysfunctional learning resources are not timely replaced	400	3.40	0.91	Accepted
27.	Basic schools lack ICT services for research	400	3.38	0.89	Accepted
28.	There is no steady power supply	400	3.40	0.90	Accepted

The Table 3 shows that items number 24 to 28 were all accepted. This shows that most schools at basic education levels currently lack the necessary teaching and learning facilities required for the entrepreneurial education to thrive. Certainly, this frustrates the smooth quality academic activities that are entrepreneurial oriented in our basic schools.

**Research question four:** What are the some possible ways entrepreneurial skills can be enhanced at basic educational level?

**Table 3: Mean and standard deviation on the some possible ways entrepreneurial skills can be enhanced at basic educational level**

S/No	questionnaires items	N	$\bar{X}$	SD	Decision
29.	Employing quality and quantity staff with strong intellectual background	400	3.42	0.91	Agree
30.	Provision of ICTs facilities	400	3.36	0.88	Agree

31. Provision of steady power supply	400	3.39	0.90	Agree
32. Provision of well equipped library with relevant books	400	3.39	0.89	Agree
33. Provision of well equipped workshop laboratory with modern instructional technology	400	3.40	0.91	Agree
34. Training and retraining of teachers in the use of modern technology for entrepreneurial education	400	3.40	0.91	Agree
35. Encouraging learners centered method of teaching	400	3.38	0.90	Agree
36. Provision of curriculum that meet today's need	400	3.40	0.91	Agree
37. Motivation of serving teachers	400	3.37	0.88	Agree
38. Building knowledge through practical hands-on Experiences	400	3.41	0.91	Agree
39. Encouragement and setting up of business clubs in basic schools	400	3.39	0.90	Agree
40. Adequate provision of fund for entrepreneurial Education	400	3.41	0.91	Agree

The Table 4 shows that items 29 to 40 were all accepted. This revealed that entrepreneurial education at basic education level needs to be strengthened in order for its objective to be realistic. Building knowledge through practical hands-on experiences would highly be encouraged. The government and other stakeholders in education need to show strong political will in funding education and also curriculum that meet today's need should be made available in our basic school system for national economic growth as depicted by the result.

### Discussion of the Findings

The economic growth and development of any society through equipping the citizenry with entrepreneurial skills right from the cradle as observed in the study are in line with the widely-established fact and thus, calls for effective teaching and learning of entrepreneurial education in our institution of basic educational level. This assertion was confirmed with the result in table 1 of this study which revealed that through entrepreneurial education skills such as polish making, footwear making, fashion making among others could be acquired. These findings are in agreement with (ECFDOVT, 2007), who observed that skills such as garment making, footwear making, fashion, crafts and artisanship skills could be acquired through qualitative teaching and learning of entrepreneurial education. Good education with training that is of good quality and is relevant to the labour market empowers people to develop their full capacities and to seize employment and social opportunities and thus, thereafter contribute to robust economy.

The findings of Research Question 2 revealed that entrepreneurial education is yet to find its way effectively in Nigerian basic school system. This could be because majority of teachers lack the professional skills and techniques to handle modern instructional technologies for the entrepreneurial education and others as indicated

by the result. It has been established that there is a high correlation between what teachers know and what they teach. This is in line with (Cochran-Smith, 2001; Darling-Hammond & Bransford, 2006; Goodwin, 2008), the quality of teacher education is among the most important factors shaping the learning and growth of students

More so, in Table 3 the findings indicated that basic schools is in need of modern teaching and learning facilities resources for it to fulfill its desire in the society as observed in the institutions sampled. According to UNESCO (2000), a school infrastructural resource does influence the quality of various elements of the educational process. This is in line with (Onyeachu, 2010) who noted that as a matter of fact, to motivate the students to learn effectively, instructional materials are at hand in such activity; and no learning is possible without instructional materials.

Again, in the Table 4, that government and other stakeholders in education need to show strong political will in funding education for it to yield the desired result as depicted by the result. This is in line with Jiatong et al (2011) they observed positive correlation between political will and health care delivery.

### **Conclusion**

Having x-rayed the relevant of entrepreneurship towards economic development, it becomes imperative and essential for adequate attention to be paid to funding and in the promotion of entrepreneurship in all levels of education and basic education in particular. It is designed to drive development of appropriate skills for social and economic viability of every child. Consequently, the obtained data indicated among other things that basic school has what it takes to equip the pupils with right entrepreneurial skills and that serving teachers to an extent lack the professional skills and technique for teaching. Also, modern instructional and infrastructural facilities of entrepreneurial education are not adequately provided. Certainly, if the entrepreneurial education fails, then national economic growth would be elusive.

### **Recommendations**

The following recommendations were made;

1. Society and parents need to have a positive attitude and encourage the children thus, reward them well for their creativity if they perform exceptionally well.
2. Teachers need to be trained and retrained on how to handle modern instructional resources in teaching approaches, strategies, and styles as well as classroom management to include all children in their teaching methods. As teachers are trained and supported with entrepreneurial mindset, they develop a positive attitude and good behavior towards developing their pupils to be self reliant thereafter.



3. Again, government at all tiers through the Ministry of Education should show strong political will in funding education in all ramifications in order to improve teaching and learning for better academic performance of every learner.

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