

## **ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS: CHALLENGES AND REMEDIES**

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### **Abstract**

*The study investigated entrepreneurship education in public secondary schools. The Descriptive survey design was adopted in the study. Two research question and one hypothesis guided the study. The population comprised 14 principals and 42 teachers in the study area. There was no sampling as the whole target population was used in the study due to the small number of the population. The study was carried out in public secondary schools in Anambra state. The instrument for data collection is a structured questionnaire titled "Entrepreneurship Education in Nigeria Secondary School, Challenges and Remedies questionnaire". Copies of questionnaire were administered to the respondents by the researcher alone because the population is small and were conveniently covered by the researcher. Data was analysed using mean and standard deviation to answer the two research question while t-test was used to test the formulated hypothesis at 0.05 level of significance. The benchmark for the acceptance value is 2.50 and above any item with the mean of 2.50 and above is accepted while the items with the means of 2.49 and below are not accepted. The results revealed that inadequate infrastructure, funding, improper guidance and counselling, lack of practical exposure to realities, poor remuneration for teachers and lack of qualified teachers were the challenges facing entrepreneurship education in public secondary schools in Anambra state. Recommendations were made based on the findings.*

**Keywords:** Entrepreneurship, Education, Secondary School, Challenges, Remedies.

### **Introduction**

Education is widely accepted as a veritable instrument in the development of human resource and a nation. The equipping of human resource with good and productive skills forms good base for the required societal development. Nigeria has long accepted the value attached to development through entrepreneurial education. Entrepreneurship education is a type of education that equips citizens of a nation with knowledge to maximize gain and live meaningfully in the environment. According to Azikiwe (1992) in Ekesionye (2012:75), a well designed and properly implemented entrepreneurship education confers opportunities and skills necessary for better quality of life which invariably enhances economic viability of the citizens and at the

same time lay solid foundation for sustainable poverty reduction, job creation, wealth generation and value re-orientation.

Entrepreneurship has been defined in many ways by different authors. According to Okoli (2010:207), entrepreneurship is concerned with setting up of business, managing it effectively, and bearing risks to achieve the set goals. Uzoka (2012:2) defined entrepreneurship as the willingness and ability of an individual to seek for investment opportunities in an environment, and be able to establish and operate an enterprise successfully based on identified opportunities. Entrepreneurship education therefore is the process of equipping individuals with requisite skills and ideas to recognise the existence of opportunities which others have neglected or did not recognise to positively utilize such opportunities. Entrepreneurship education has been embraced by almost all the developed and developing countries of the world. This development is attributed to reduction in the availability of paid employment and the persistent unemployment of youths. It is believed that refocusing education system towards entrepreneurship development will immensely contribute in developing the spirit and culture of enterprise to the beneficiaries. Entrepreneurship education is very vital to all individuals especially students in secondary schools who will eventually graduate to become self-employed. Secondary school education is the education children receive after primary education and before the tertiary stage (FRN) 2014:7). Several advantages of Entrepreneurship have been documented. Notable among these is its positive roles in the economics development of several countries (Osuala 2004). Other benefits at the individual level include being one's own boss, financial security and joy of achievement, among others.

Under this stage of education programme, entrepreneurship development is indeed very important in the attainment of goals of education. Effective service delivery in the area of entrepreneurial education at this stage of children's development will impact positively on the livelihood of the beneficiaries.

The federal government of Nigeria, having understood the importance of entrepreneurship education in providing the necessary impetus for economic growth and development, made the study of entrepreneurship compulsory in both primary and secondary schools including tertiary institutions in Nigeria (Uzoka 2011:7). This development could be attributed to the high level of unemployment, poverty and the need to deliver skills to students for sustainable livelihood in the society. According to Uzoka (2010:7), most teachers in secondary schools lack the skill to deliver entrepreneurship education to their students. In the same manner, Okoli (2010:225) reported that students from science and technology education schools are ill-equipped with requisite skills due to inadequate facilities and unqualified instructors. Master of Science in Human Resources (MSHR) (2010:63) also reported that Nigerian educational system turns out graduates who lack specialized marketable skills to meet the requirements of existing job market.

Absence of curricula capacity to support the training, lack of infrastructural support, unfavourable policy environment, lack of government support, overemphasis on the theory delivery, absence of research support and inadequate capacity building for lecturers and instructors that anchor the entrepreneurial education in most Nigerian universities and secondary schools have been fingered as the reasons for poor quality delivery of the programme (Agbonlaho, 2016). A nation with a clear vision for its education system will aggressively pursue the development of a structure that integrate access, quality and skills for knowledge economy information with measurable evaluation indicators at all curricular levels (Uzoka, 2010). This will serve as an institutional process of meeting the needs of micro and macro economies of such nation. This has obvious implications for the young secondary school leavers whose central objective for education is helping them attain a useful and satisfying life and be self reliance.

The incidence of poverty in Nigeria is still on the increase. This is accentuated by the increased rate of unemployment, high level of illiteracy, corruption and bad governance among others.

The overarching objective of entrepreneurship education in Nigeria was to reduce youth unemployment especially among school leavers. The inability of the society to feel the impact of entrepreneurial education in secondary schools has led to many uncoordinated revisions and changes in the pedagogical structure of the curricula. Major criticisms associated with education at the primary and junior secondary schools is that learners is not exposed to practical skills or learning made relevant to daily life situation rather, children are taught more of theory that made them a kin to memorization. In this situation, they see no relevance between what they learn in school and what is within their environment (Obiefuna, Ifegbo, Obioha and Uwazurike 2010). They are equally not aware that things they learn in the class can make them become great innovators and producers of goods and services and above all create wealth and become self reliance.

To reposition entrepreneurial education for impact, there is need to critically and comprehensively investigate the challenges of this type of education in secondary schools in Anambra State, Nigeria in order to suggest remedies toward effective delivery of the programme to students in secondary schools. This will in no small measure, enable them to be self- reliant and contribute efficiently to the society and the nation.

### **Statement of the Problem**

Entrepreneurship education, because of its central role of equipping individuals with relevant practical skills and opportunities, is very crucial for the development of a nation. Despite the efforts of government towards making policies and providing necessary impetus for economic growth and development, the increasing rate of poverty, unemployment, corruption and other social problems

abound. This development has become very worrisome to government and well-meaning citizens of the nation. The situation at hand posed a question which has not been answered by researchers. The questions that arise are; whether the manpower available for teaching the students are adequate? Are the learning environment conducive and adequate training materials available? The study therefore seeks to investigate the challenges confronting the delivery of entrepreneurship education to students in public secondary schools in Anambra State, Nigeria.

### **Purpose of the Study**

- The purpose of the study is to find out the challenges facing the delivery of entrepreneurship education in secondary schools in Anambra State.
- To proffer strategies towards effective delivery of entrepreneurship education to students of secondary schools in the study area.

### **Methodology**

The geographical scope of the study is Anambra State in southeast, Nigeria. The content scope is limited to secondary school teachers and principals in public secondary schools in Anambra State. It seeks to obtain information on the challenges facing entrepreneurship education delivery in the secondary schools and to proffer strategies for remedy. Two research questions and a null hypothesis guided the study. The study adopted a descriptive survey design. Descriptive survey design according to Aina (2007:11) is used for gathering information by seeking the opinion of individuals, the consensus of which is expected to provide solution to the problem. Descriptive survey is best used to seek or determine current incidences or effects that are being felt by a given population (Ifidon 2007:10). The population of the study comprise 14 principals and 42 teachers in the public secondary schools in Aniocha Local Government Area of Anambra State. The entire target population was used for the study due to the small number of the population. This means that no sampling was conducted. The instrument was face-validated by one expert in the Department of science education (measurement and evaluation) and two in educational management both in the faculty of education, University of Nigeria Nsukka. These experts were requested to examine each of the items of the questionnaire and make comment on their suitability with a view to correcting any mistake, unclear statement, wrongly conceived idea, missing information and other observed errors. The experts modified some items and in some cases incorporated new ones. Their comments and suggestions were used to modify the instrument and arrive at the final draft of the questionnaire. The validated instrument was trial-tested to ascertain its internal consistency. The reliability coefficient of 0.86 was realized using Cronbach Alpha.

The instrument for data collection is a questionnaire titled "Entrepreneurship Education in Nigeria Secondary School Challenges and Remedies Questionnaire"(EENSSCRQ). The items were developed by the researcher and it

consist of two sections, A and B. Section A seeks to obtain information on the bio-data of the respondents and the school while section B consist of 2 clusters, A and B. Cluster A was designed to find out the challenges facing entrepreneurship education in public secondary schools in Anambra State. And Cluster B was designed to find out the strategies to remedy the challenges.

Four points rating scale of agree, strongly agree, disagree and strongly disagree with the values of 4,3,2 and 1 were used to generate data. Data was analyzed using mean and standard deviation to answer the 2 research questions while t-test was used to test the formulated null hypothesis at 0.05 level of significance. The benchmark for the acceptance value is 2.50 and above. Any items with the mean of 2.50 and above are accepted while the items with the means of 2.49 and below are not accepted.

**Tables 1: Mean scores of the responses of principals and teachers on the challenges facing entrepreneurship education in secondary schools in Anambra State.**

S/N	Items	Mean score of principal responses		Remark	Mean score of teachers responses		Remark
		X <sub>1</sub>	SD		X <sub>2</sub>	SD	
1.	Inadequate infrastructure	3.42	1.08	Accepted	3.30	0.90	Accepted
2.	Inadequate funding	4.29	1.53	Accepted	3.42	1.05	Accepted
3.	Improper guidance and counseling	4.08	1.50	Accepted	4.41	1.80	Accepted
4.	Inconsistency in government programme	3.00	0.00	Accepted	2.40	0.61	Rejected
5.	Inadequate facilities	4.92	1.89	Accepted	4.08	1.68	Accepted
6.	Lack of practical exposure to realities	5.13	2.19	Accepted	4.56	1.22	Accepted
7.	Inadequate remuneration for teachers	4.92	1.50	Accepted	3.15	0.66	Accepted
8.	Lack of qualified teachers	3.00	0.00	Accepted	3.99	1.71	Accepted
9.	Faulty foundation	3.00	0.00	Accepted	3.15	0.66	Accepted
10.	Hasty preparation	4.92	1.50	Accepted	5.13	2.91	Accepted
	Total mean	36.68	11.19		37.59	11.52	
	<b>Grand mean</b>	<b>3.68</b>	<b>1.12</b>		<b>3.76</b>	<b>1.15</b>	

Research Question 1, table 1 above showed that the mean scores of the responses of the principals ranged from 3.00 to 5.13. This result showed that all the principals accepted the 10 items as the challenges facing effective delivery of entrepreneurial education in their schools. For teacher's responses, the mean score ranged from 2.40 to 5.13. This result indicated that majority of the teachers accepted 9 items as posing problems to effective teaching of entrepreneurial education in secondary schools. However, lowest mean score of 2.40 was recorded against item 4.

**Table 2: Distribution of responses of principals and teachers for remedies on the challenges facing entrepreneurship education in secondary schools.**

S/N	Items description of suggested remedies	Frequency	Percentage
1.	Adequate infrastructure	56	100%
2.	Provision of more qualified teachers	56	100%
3.	Exposure to practical realities.	56	100%
4.	Consistency in government policy	25	44.5%
5.	Adequate facilities	46	82.1%
6.	Adequate funding.	45	80.4%
7.	Adequate remuneration of teachers.	56	100%
8.	Employing qualified teachers	56	100%
9.	Good foundation	50	89.3%
10.	Proper preparation	35	62.5%

Result in table 2 denote that 100% of the respondents accepted that infrastructure, facilities, exposure to practical realities, employment of qualified teachers and their remuneration are necessary remedies for improving entrepreneurship education delivery in secondary schools. Over 50% of the respondents also accepted that proper guidance and counselling, proper preparation are equally remedies to improve the delivery of the programme in secondary schools.

However, only 44.5% of the respondents accepted consistency in government policy as a remedy.

**Table 3: t-test analysis of the mean scores of principals and teachers perception on the challenges facing entrepreneurial education in secondary school in Anambra State.**

Source	N	Mean Score	SD	DF	T-cal	t-critical	Remark
Principals	14	3.68	1.12				NS
Teachers	42	3.76	1.15	54	0.11	2.00	

The result in table 3 showed that the calculated value of "t" at 0.05 level of significance with 54 degree of freedom is 0.11. This value is less than the table value

of 2.00. The null hypothesis therefore is not rejected. This means that no significant difference existed between the 2 groups Principals and Teachers with regard to the challenges facing entrepreneurship education in secondary schools.

### **Discussion of the Findings**

The result of this study on the challenges facing entrepreneurship education in public secondary schools in Anambra State, revealed that inadequate infrastructure, funding, improper guidance and counselling, lack of practical exposure to realities, poor remuneration for teachers and lack of qualified teachers were the challenges facing entrepreneurship education in public secondary schools in Anambra State.

This result was in line with the findings of Okoli (2010), who found out that the teachers of entrepreneurship, science and mathematics need to be properly remunerated and empowered for better performance. This study is also in line with Uzoka (2011) and Agbonlaho (2016) that lack of infrastructural support, unfavourable policy environment, lack of government support, overemphasis on theory delivery, and lack of skilled instructors were the reasons for poor quality delivery of entrepreneurship skills. Realizing these problems, Master of Science in Human Resource (MSHR) (2010:63) reported that Nigerian educational systems turns out graduates who lack specialized marketable skills to meet the requirement of existing job market or start up their own enterprise.

Just as Agbonlaho (2016) pointed out that lack of infrastructural support unfavorable policy environment, overemphasis on the theory delivery among others are the reason for poor quality delivery of the programme.

### **Conclusion and Recommendations**

The Federal Government directive for compulsory introduction of entrepreneurship education in all stages of education in the country has been confronted with numerous challenges. These challenges have far-reaching effect on the delivery of entrepreneurship education in schools. Concerted efforts must be made to address the challenges for effective execution of the programme in secondary schools.

It is therefore recommended that the necessary learning materials, including modern facilities and equipment should be provided. Adequate funding, provision of qualified teachers, proper funding and counselling, and good learning environment are also required for effective delivery of the programme in secondary schools in Nigeria.

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