

ENTREPRENEURSHIP EDUCATION FOR EMPLOYMENT CREATION TO SENIOR SECONDARY SCHOOL LEAVERS IN ENUGU STATE

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Abstract

The study adopted descriptive survey research design using a sample of 500 students sampled from Enugu South and Igbo-Etiti education zones of Enugu State. The instrument for data collection titled entrepreneurship education for employment creation to senior secondary school leavers in Enugu State was developed by the researchers. It was validated by three experts from the faculty of Education, two from educational foundations and one from measurement and evaluation, the items in the questionnaire were 30 items in three clusters. The instrument was trial tested in Nsukka Education zone of Enugu State and the reliability coefficient of 0.77, 0.79 and 0.70 were obtained for the three clusters. The four-point rating scale of Strongly Agree, (4) Agree, (3) Disagree, (2) Strongly Disagree (1) were used to answer the questionnaire. Mean and standard deviation were used to answer the three research questions while t-test was used to analyze the null hypotheses at 0.05 level of significance. The findings of the study revealed that the male students actually need fabrication skills to be employed after graduation from secondary schools. The male students agreed that they need the ICT courses in the curriculum to suit the societal needs. They agreed that they were not taught practical aspect of the skills. Conclusion was drawn and recommendations made among others that the federal government should provide facilities and equip schools with entrepreneurial facilities to enable students learn practical aspect of the skills.

Keywords: Employment Creation, Entrepreneurship, Entrepreneurship Education, Senior Secondary School Leavers.

Introduction

The Federal Government in the bid to reduce unemployment in the country established a lot of programs, like Operation Fed the Nation during President Olasanjo's regime, Green Revolution of President Shagari, the Better Life Program of President Babangida's regime and the Seven Point Agenda of President Buhari: The Economic Recovery and Growth Plan (ERGP) which was one of the initiative of investing in our people for job creation and youth empowerment (FRN, 2017). N-Power Scheme to mention but a few. All these were aimed at reducing the rate of unemployment in the country. The Federal Ministry of Education was not left out, they also thought it wise to introduced entrepreneurship education in 2011 in Nigeria senior secondary schools to establish creativity among secondary school leavers and for them to be on their own after secondary school and even create employment for others. The recent economic crunch in the country created a lot of unemployment in many sectors of the country that even the young school leavers find it difficult to find jobs, high rate of unemployment caused by high population growth and underutilization of resources. Entrepreneurship education in secondary schools were to teach activity based skills, so that students can possess skills, abilities, knowledge, attitudes and capacities both in economic, social and political space. The specific goals of education in Nigeria (FRN, 2018) is to ensure that quality of education delivery at all levels, promote functional education for skill acquisition, job creation and poverty reduction among others.

Education is a vehicle that can give a social transformation to individual and change individuals character, attitude and behaviour (Onyene, 2014). In other words, Education is a tool for better entrenchment of deep knowledge base required to attain global relevance, meet societal demands, exposure and adaptation (Olunwe, 2014). Entrepreneurial Education is the process of equipping the students with skills, the capabilities of anticipating and responding to societal changes,

training to develop and use their creativity to take initiative responsibility and risks, to also develop their creative mind, skill, positive thinking and reflective mind (Ado, 2016). Amede and Okoh (2016), views entrepreneurship education as transfer of skills, knowledge and information that adequately prepare an individual to live a satisfied life and positively influence others. It implies that entrepreneurship education is skill oriented and capable of giving recognition to an individual to be employed and can be an employer of labor; it is a viable tool for self – empowerment, job and wealth creation. Entrepreneurship education is one of the arms of training that equip individuals with knowledge, skills and attitudes needed for creating employment (Ogunjobi, Ojo, Odewale, & Alachi, 2020).

Entrepreneurship education should be activity based. It focuses on the development of skills or attributes that enable the realization of opportunities. One of the objectives of entrepreneurship education as listed by Ocheni (2018) among others is to provide skillful education for the youths to be self-reliant, encourage them to drive profit and to be self – independent or self- employed. Ayoola, Amosun and Olusola (2011) noted that Entrepreneurial Education provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings, it prepares people, particularly youth, to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience where they can take risks, manage the results and learn from outcomes. But one wonders whether school leavers actually acquired the skills, abilities, attitude, competences and knowledge needed to operate in the society as entrepreneurs. Ikwuegbu and Nwaneri (2014) opine that the goals of Nigerian education and the curriculum are well structured and the contents are adequately defined but the question is, were these objectives been achieved? Continuing, Ikwuegbu and Nwaneri observed that in spite of entrepreneurship education thought in the schools, majority of the Nigeria youths are idle and some are involved in various vices due to unemployment. This is because most of the skills thought in secondary schools are mainly theoretical as such they do not have the required skills to either fit into many types of jobs or create jobs. Junaidu (2020) noted that every year, an average of 4 million people enter the labour market in search of employment mostly those who have finished their studies from tertiary institutions and from secondary schools.

Employment is a state of having a paid job; it could be full time or part time work. It is a mutual work arrangement between a recruiter and an employee. Employment means creating and supporting the enabling conditions under which people can act on their own belief, on their own terms, rather than at the direction of others (Florence, 2015). Employment creation is the process of creating new jobs, especially to provide gainful work for people who are unemployed; it helped in bridging the gap of unemployment by setting up small scale businesses. Employment creation is like creating jobs or empowering someone to be gainful. Employment means creating and supporting the enabling conditions under which people can act on their own belief on their own terms, rather than at the direction of others (Florence, 2015). In order to help in enhancing employment creation, all students of senior secondary schools need to be grounded with skills, abilities, competences and knowledge before living school so as to prepare them to be employable and can contribute to creating jobs also.

Employment creation is also known as job creation which is an essential aspect of any development process of wellbeing and social cohesion of any nation. The benefits of employment in any economy should not be over emphasized, it gives job opportunities, increase competition and boost productivity, it creates new business and new markets, it adds to national income, it introduces innovative technologies. Employment creation maintain a healthy economic growth, financial gain, job satisfaction, self-dependence and has irregular working hours (Edikpa & Okeke, 2013) and whenever people are working and be able to provide for themselves and their families, their morale increases, things stabilize and start to change for them. Entrepreneurs provide a large no of employment opportunities to the people to work, earn money and manage their business activities.

Senior secondary school leavers are students that are in the senior classes about to graduate from secondary school. There are in SS1, SS2, and SS3. Some of them may not be lucky enough to gain admission into the tertiary institutions or may not have someone to take care of them; as such they need skills that can fetch them jobs or be on their own. Such skills could be carpentry or furniture making, photography and video coverage, belt and shoe making, detergent and soap making, tailoring /fashion designing among others.

Statement of the Problem

Observations shown that though, entrepreneurship education were introduced in the senior secondary school system for students to learn skills that can help them create jobs for themselves and others. It was far-fetched because they were taught theoretical aspect of the skills without the practical

aspect; as such their training was half baked. There was lack of expertise (no qualified teachers) to handle the trade subjects as such, students graduate from secondary schools not fully equipped. There were inadequate infrastructural facilities (equipment) that can handle the practical aspect of skill acquisition. More so, there were inadequate financial resources. These causes for fallen standard of education which suggests decline in the literacy level of the products. The entrepreneurship education courses/trade subjects could not give the students the desired skills and abilities needed to create jobs for themselves, talk of others. There is the observation that students that graduate from secondary schools cannot speak fluently or write good or correct English language. Entrepreneurship education has not been given due attention which it deserves to be able to achieve its goals. It is based on this serious concern that this study seeks to investigate the entrepreneurship education for employment creation in senior secondary schools in Enugu State.

Purpose of the Study

The purpose of the study is to investigate the entrepreneurship education for employment creation in senior secondary school leavers in Enugu State.

Specifically, the study seeks to:

1. Find out the basic fabrication skills needed by the school leavers to be employed after graduation?
2. Ascertain the ICT courses in the curriculum to suit the societal needs?
3. Examine how the school could solve the problem of unemployment in Enugu State.

Research questions

The following three research questions guided the study

1. What are the basic fabrication skills needed by the school leavers to be employed after graduation?
2. What ICT courses need in the curriculum to suit the societal needs?
3. How can the school solve the problem of unemployment in Enugu State?

Hypotheses

H₀₁: There is no significant difference between the mean scores of urban and rural male students in various fabrication skills needed by the school leavers to be employed after graduation.

H₀₂: There is no significant difference between the mean scores of urban and rural male students in the ICT courses in the curriculum to suit the societal needs.

H₀₃: There is no significant difference between the mean scores of urban and rural male students in area the school can solve the problem of unemployment in Enugu State

Methodology

The study adopted a descriptive survey design to investigate the entrepreneurship education for employment creation in senior secondary schools in Enugu State. Population of the study comprised 1618 male students' drawn from the two education zones (Enugu South and Igbo-etiti Education zones) in Enugu State. Enugu south education zone has population of 1037 males while Igbo-etiti education zone has 581 males (PPSMB School Population 2017). Multi-stage sampling was used. Firstly, random sampling technique was used to draw two education zones that have almost the same number of schools from Enugu State. Secondly, proportionate random sampling technique was used to draw 500 students from Enugu South and Igbo-etiti education zones, representing 33 % of the population.

The instrument for data collection was the researchers developed tagged entrepreneurship education for employment creation in senior secondary schools (EEECSSS). It was validated by three experts from the faculty of education, university of Nigeria, Nsukka two from educational foundations and one from science education (measurement and evaluation unit). The instrument was trial tested in Nsukka education zone and the reliability was measured with Cronbach Alpha method and it yielded an index of 0.77, 0.79 and 0.70 for the three clusters respectively. The four-point rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2) and Strongly Disagreed (1) were used to answer the questionnaire. Mean and standard deviation were used to answer the three research questions, while t-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question 1: What are the basic fabrication skills needed by the school leavers to be employed after graduation?

Table 1: Mean rating of the basic fabrication skills needed by the school leavers to be employed after graduation.

S/N	Basic fabrication skills	school leavers	mean	SD	Decision
	Equip them with	No. 500 males	X	SD	
1.	Metal construction skills		3.25	0.46	Agreed
2.	Welder skills		3.30	0.58	Agreed
3.	Wood carving work skills		3.00	0.16	Agreed
4.	Plumber skills		3.11	0.48	Agreed
5.	Vulcanize		3.18	0.47	Agreed
6.	Carpentry/ furniture		3.05	0.49	Agreed
7.	Belt and Shoe making		3.35	0.44	Agreed
8.	Photography/ Video		3.30	0.58	Agreed
9.	Tailoring/Fashion designing		3.00	0.62	Agreed
10.	Detergent /soap making		3.14	0.48	Agreed
	Aggregate mean and standard deviation		3.17	0.47	Agreed

Data in table 1 shows the mean and standard deviation on the fabrication skills needed by the school leavers to be employed after graduation. The students agreed on items in the table with high mean scores greater than the mean criterion of 2.50. From the table, it was discovered that the higher mean scores have lower standard deviation while the lower mean scores have higher standard deviation. The aggregate mean scores of 3.17 (SD = 0.47) for the students. As such, the students agreed that they needed these basic fabrication skills which they can use their hand and cognitive ideas to do on their own. Skills include; metal construction skills, welder, wood carving work, plumber, vulcanize, carpentry/furniture, belt and shoe making, photography/video, tailoring/fashion designing and detergent/ soap making.

Research Question 2: What ICT courses need in the curriculum to suit the societal needs?

Table 2: mean scores of ICT courses need in the curriculum to suit the societal needs.

S/N	Courses in curriculum	Mean	SD	Decision
11.	Can you count 1-90	3.02	0.62	Agreed
12.	Can you recognize odd numbers 1-3-5-7-9-11	3.21	0.59	Agreed
13.	Can you read and write	3.00	0.62	Agreed
14.	Can you use a computer system	3.13	0.60	Agreed
15.	Can you type on computer	3.11	0.60	Agreed
16.	Can write reports on computer	3.27	0.58	Agreed
17.	Can you associate numbers with money?	3.19	0.59	Agreed
18.	Can you retrieve files from computer system	3.03	0.62	Agreed
19.	Can you recognize basic arithmetic signs	3.23	0.59	Agreed
	Aggregate mean and standard deviation	3.13	0.60	Agreed

Data in table 2 reveals that the mean scores and standard deviation on ICT courses need in the curriculum to suit the societal needs. The students agreed on the items in the table with high mean scores greater than the mean criterion of 2.50, from the table, it was discovered that the higher mean scores have lower standard deviation while lower mean scores have higher standard deviation. The aggregate mean scores of 3.13 (SD = 0.60) for the students indicates that all the items in the table are the ICT courses that they are taught and its needed in the society. These items include; can you count 1-90, can you recognize odd numbers, 1-3-5-7-9-11, can you read and write, can you use a computer system, can you type on a computer, can you write reports on a computer, can you associate numbers with money, can you retrieve files from computer system, and can you recognize basic arithmetic.

Research Question 3: How can the school solve the problem of unemployment in Enugu State?**Table 3;** mean ratings and standard deviation of the students on how the school can solve the problem of unemployment in Enugu State

S/N	Solve problem of unemployment	mean	SD	Decision
20.	Teach students practical aspect of the skill	3.04	0.50	Agreed
21.	Teach students only theory	2.35	0.86	Disagreed
22.	Have you been practicing the skill?	2.30	0.90	Disagreed
23.	Do non experts teach in the school?	2.50	0.58	Agreed
24.	Do you have equipped lib for practice?	2.18	0.79	Disagreed
25.	Do your timetable give enough time to study and for practice?	2.45	0.68	Disagreed
26.	Do you go for execution in companies?	2.38	0.84	Disagreed
27.	Have you visited any furniture shop?	2.45	0.68	Disagreed
28.	Have you visited any fashion shop?	2.48	0.64	Disagreed
29.	Do you go for outside lesson on computer?	3.23	0.23	Agreed
30.	Do you have qualified teacher in trade subjects?	2.55	0.56	Agreed
	Aggregate mean and standard deviation	2.70	0.60	Agreed

Data on table 3 presents the mean scores and standard deviation of student's responses on how the school can solve the problem of unemployment in the society. Some of the students agreed and some disagreed on the items since some items did not reach the mean criterion of 2.50. From the analysis, it was discovered that higher mean scores beget lower standard deviation while the lower mean scores beget higher standard deviation. The aggregate mean scores and standard deviation, is 2.70 while SD= 0.60. this indicates that the respondents agreed in only four items which isteachthe students practical aspect of the skill, do non experts teach in the school, do you go for outside lesson on computer and do they have qualified teacher in trade subjects. The items that disagreed were six items, these include; teach student only theory, have you been practicing the skill, do you have equipped lib for practice, do your timetable give enough time to study and for practice, do you go for execution in companies and have you visited any fashion shop.

H0₁: There is no significant difference between the mean scores of urban and rural male students in various fabrication skills needed by the school leavers to be employed after graduation.

Table4: summary of t-test on the difference between the mean scores of urban and rural male students on various fabrication skills needed by the school leavers to be employed after graduation.

Areas	N	Mean	SD.	df	t-cal	t-crit	p-val	sig	Decision
Urban	300	3.38	0.38	498	-1.66	-2.00	0.10	0.05	accepted
Rural	200	3.25	0.35						

Data on table 4 shows the summary of t-test on the difference between the mean scores of urban and rural male students on various fabrication skills needed by the school leavers to be employed after graduation. Based on the analysis, the t-calculated value of -1.66 is less than the t-critical value of -2.00, while the p-value of 0.10 is greater than the significance level of 0.05 indicating that the null hypotheses was rejected. Therefore, there is no significance difference between the mean scores of urban and rural male students on various fabrication skills needed by the school leavers to be employed after graduation.

H0₂: There is no significant difference between the mean scores of male and female students in the ICT courses need in the curriculum to suit the societal needs.

Table 5: Summary of t-test on the difference between the mean scores of urban and rural male students on the I C T courses need in the curriculum to suit the societal needs.

Area	N	Mean	SD	df	t-calt	-crit	p-val	sig	Decision
Urban	300	3.27	0.87	498	-0.180	-2.00	0.08	0.05	Accepted
Rural	200	3.18	0.35						

Data on table 5, presents the summary of t-test on the difference between the mean scores of urban and rural male students on the I C T courses in the curriculum to suit the societal needs. Based on the

analysis, the t-calculated value of -0.180 is less than the t-critical value of -2.00. While the p-value 0.08 is greater than the significance level of 0.05 indicating that the null hypothesis was accepted. Therefore, there is no significance difference between the mean scores of urban and rural male students on the ICT courses in the curriculum to suit the societal needs.

H03: There is no significant difference between the mean scores of male and female students in area the school can solve the problem of unemployment in Enugu State.

Table 6: Summary of t-test on the difference between the mean scores of urban and rural male students on the area the school can solve the problem of unemployment in Enugu State.

Area	N	Mean	SD	df	t-cal	t-crit	p-value	sig.	Decision
Urban	300	3.37	0.34	498	-2.33	-2.00	0.04	0.05	Accepted
Rural	200	3.21	0.88						

Data on table 6 shows the summary of t-test on the difference between the mean scores of urban and rural male students on the area the school can solve the problem of unemployment in Enugu State. Based on the analysis, the t-calculated value of 2.33 is greater than the t-critical value of -2.00. While the p-value 0.04 is less than the significance level of 0.05 indicating that the null hypothesis was rejected. Therefore, there is significant difference between the mean scores of urban and rural male students on the area the school can solve the problem of unemployment in Enugu State.

Discussion of Findings

The findings revealed that, the basic fabrication skills needed by the school leavers to be employed after graduation in secondary schools in Enugu State include: Metal construction skills, welder skills, wood carving work skills, plumber skills, vulcanize, carpentry/ furniture, belt and shoe making, photography/ video, tailoring/fashion designing and detergent /soap making. The test of hypothesis also revealed that there was no significance difference between the mean scores of urban and rural male students on the various basic fabrication skills needed by the school leavers to be employed after graduation. This agrees with the finding of Junaidu (2020) noted that every year, an average of 4 million people enter the labour market in search of employment mostly those who have finished their studies from secondary schools. Since they did not learn the basic fabrication skills in schools they are band to look for employment.

Also, Ikwuegbu and Nwaneri observed that in spite of entrepreneurship education thought in the schools, majority of the Nigeria youths are idle and some are involved in various vices due to unemployment. The result in table 2, revealed that the ICT courses in the curriculum to suit the societal needs, includes: can you count 1-90, can you recognize odd numbers 1-3-5-7-9-11, can you read and write, Can you use a computer system, can you type on computer, can write reports on computer, can you associate numbers with money, can you retrieve files from computer system and can you recognize basic arithmetic signs. The test of hypothesis showed that there is no significance difference between the urban and rural male students on the ICT courses need in the curriculum to suit the societal needs. As such, the null hypothesis was accepted.

This agrees with the finding of Edikpa, Onu, Agu, Chibuko, & Oguejiofor, (2021) opined that some of the youth are basically roaming the streets doing nothing while the entrepreneurship education into secondary school curricula was to guide the development of a responsive, productive quality education and as a means of promoting entrepreneurial skills, innovation, attitude and behavior to school leavers.

The findings of study in table 3, revealed that: How can the school solve the problem of unemployment in Enugu State includes: Teach students practical aspect of the skill, teach students only theory, have you been practicing the skill, do not experts teach in the school, do you have equipped lab for practice, do your timetable give enough time to study and for practice, do you go for execution in companies, have you visited any furniture shop, have you visited any fashion shop, do you go for outside lesson on computer and do you have qualified teacher in trade subjects. This indicates that only four items were agreed on while six items were disagreed on. The test of hypothesis showed that there is significance difference in the mean scores of urban and rural male students on how the school can help solve the problem of unemployment in Enugu State. This agrees with the findings of Ayoola, Amosun and Olusola (2011) noted that Entrepreneurial Education provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings, it prepares people, particularly youth, to be responsible, enterprising individual who become

entrepreneurs or entrepreneurial thinkers by immersing them in real life learning experience where they can take risks, manage the results and learn from outcome.

Conclusion

From the result of the study, it was observed that entrepreneurship education was not taught in most schools in Enugu State. Those schools that teach it, taught only theoretical aspect of the subject without teaching them practical. Some of the rudiments of these trade subjects are in the normal schools subjects and that was why they were able to understand them. There is a serious problem of schools not offering these trade subjects since school leavers do not have any hope of job even the white collar jobs. It is very clear that the government does not finance entrepreneurship education and yet they want school leavers to be competent in skills to be able to create job.

Recommendations

1. The federal government should try as much as possible to provide facilities/ equipment for the training of the school leavers so that they can be well equipped in the study of entrepreneurial education.
2. Teachers should be trained and equipped in the area of entrepreneurship education so that they can train the students effectively.
3. The government should also provide functional loan scheme that can handle the well-trained entrepreneurs to start off with their own business.

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