

ENTREPRENEURIAL EDUCATION AND SUSTAINABLE NATIONAL DEVELOPMENT: THE GAP BETWEEN POLICY AND IMPLEMENTATION

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Abstract

The study tends to investigate constrains to successful implementation of entrepreneurial education in secondary schools. It is a descriptive survey research with a sample size of 130. Two research questions and one hypothesis guided the study. The instrument was questionnaire titled Constraints to Implementation of Entrepreneurial Education (CIEE) consisting 20 items. The respondents were selected through random sampling technique from teachers in Port Harcourt Local Area of Rivers State. Mean score and standard deviation was used to answer the research questions while the hypothesis was tested using Z test. The result of the findings indicated a significant different between financial, administrative constrains and implementation of entrepreneurial education, identifying the constrains as a militating factors to the programme. Based on the findings it was recommended that government should provide funds for procurement of instructional materials, training of teachers, equipment and maintenance of facilities.

Keywords: secondary schools, entrepreneurial, student & knowledge

Introduction

Education is regarded globally as a veritable instrument for achieving national development and this account for nation's evolution of deliberate plans to achieve this through provision of quality education. It is of this reason that we have reformations in the educational system in Nigeria to attend to contemporary economic problems facing the nation.

Over the years, the economic level of our country Nigeria calls for attention. The nation currently is faced with economic meltdown and recession which has affected the standard of living of the people and the resultant effect of this so alarming that the country has to think of a

way out. At present the country is faced with the problem of unemployment and underemployment as every year a good number of university graduates and secondary school leavers turns out in search of white collar jobs. It is an obvious issue that the number of applicants chasing the available job opportunities are far more greater than the jobs at hand. The situation has elevated the poverty and crime rate in the country currently as man must survive at all cost is the in thing in accordance with fist level of Maslow hierarchy of needs. This terrible condition poses a serious bone on the neck of the nation that need to be removed at all cost in other to move forward and the only way to fight its offspring unemployment which is the major cause factor that impedes national development is through job creation, strengthening of small scale businesses and empowering individuals on how to be self-reliance and enterprising. To win this great fight the nation has to come up with strategies that will help improve or eliminate the ugly monster unemployment for a sustainable national development, therefore the need for introduction of entrepreneurial education becomes a necessity, to inculcate into the youth the spirit of self-reliance. It was on this issue that the Federal Ministry of Education (FRN 2004) came up with the policy of introducing entrepreneurial education at all levels of educational system of Nigeria.

Entrepreneurial education seeks to provide students with the knowledge, skills and motivation to establish their own businesses. Entrepreneurial education according to Okali (2005) is structured to achieve functional education for the youth that will enable them to be self-employed and self-reliance. It also provides students with adequate training that will enable them to be creative and innovative in identifying novel business opportunities which serves as a catalyst for economic growth and national development.

Policies on Entrepreneurial Education in Nigeria Secondary Schools

In 1982, the 6-3-3-4 system of education was introduced into Nigeria system of education; 6 years primary, 3 years junior secondary, 3 years senior secondary and 4 years tertiary education. The innovative reforms is the introduction of vocational education into school curriculum. The aim of the policy on introduction of vocational education in secondary schools as stated in National Policy on Education (1991) is to provide training and impartation of necessary skills geared towards the production of craftsmen, technicians and other skilled individual who will be enterprising , also to enhance individuals into having an intelligent understanding of technology. At the junior secondary level (JS1-3) pre-vocational subjects were introduced with goal of exposing students to the world of work through exploration targeted at enhance students as regards intelligent and informed career choice. The pre-vocational subjects includes; business studies, home economics, introductory technology. Business studies comprises of book-keeping, shorthand, account, office practice, typewriting and computer science. (Ofoha 2011).

Entrepreneurial education was introduced to JS1-3 as business studies which is optional subjects. The learning goals of business studies include; 1) Acquisition of basic skills for productive and profitable business venturing in changing business environment. 2) Creating business opportunities, creativity solving problems, taking risk, respecting individual rights and environmental sustainability. 3) Self-motivation, Self-management abilities and taking responsibility for oneself in the achievement of business goals. 4) Self-development and the development of other individuals through business opportunities and venture creation. At the

senior secondary school (SS1-3) vocational subjects including commerce, food and nutrition, building construction, agricultural science etc. The primary goal of these vocational subjects was to refocus the educational system of Nigeria towards raising individuals with enterprise skills and competences. Vocational education in the senior secondary schools is pivotal towards the realisation of industrialised Nigeria. However these innovative strategies towards enterprise development in Nigeria have not yielded any notable result till date considering the fact that youth unemployment has persistently been on the increase.

In September 2011 there was a change from 6-3-3-4 to 9-3-4, aimed at consolidating enterprise development in junior secondary school students which failed because there exist a gap between the policy and implementation. The persistent trends of youth unemployment in Nigeria, forced the Federal government to formulate a recent policy of making entrepreneurial education a compulsory field of study at all levels of education particularly at the senior secondary level by introducing trade and entrepreneurship subjects including; welding and fabrication, basketry, ceramics, leather work, wood work, metal work, furniture making, upholstery, machine wood working all these are geared towards engineering of craft practice. Others include; graphic design, jewellery, picture making, sculpture, textiles, fisheries, painting and decoration, electronics, basic electronics, automobile parts merchandising, data processing, auto body repairs and spray painting, plumbing and pipe fitting, printing crafts, radio, television and electronic works, forestry, auto mechanics, building construction, block laying, brick laying and concrete, mining, garment making, applied electronics, cosmetology, dyeing and bleaching, photography, electrical installation and maintenance work, GSM phone maintenance and repair, catering, leather goods manufacturing and repairs, technical drawing. The entrepreneurial subjects include; stenography, shorthand, book keeping, store keeping, office practice, typewriting, store management, business management, marketing, salesmanship, insurance, commerce, clerical office duties.

Constrains to Effective Implementation to Entrepreneurial Education in Nigeria Secondary Schools

Policies on entrepreneurial education is aimed at ensuring sustainable economic growth and national development, but the aim seems to be far from achieved due some challenges at the implementation level. There are several factors that tends to militate the achievement of this great goal. The factors can be grouped into two; the financial and administrative constrains. **Financial Constrains:** Successful implementation of any policy required funds which has been estimated during the feasibility study. These include; money for procurements of facilities involving establishment of a functional laboratories with the necessary equipment, training the teachers, maintenance/repairs of facilities, practical's, supervisions, field works and excursions. Lack of fund to carry out these activities will lead to failure in attainment of policy goals.

Administrative Constrains: This is explained in the following sub factors;

- a) Teachers competence: This type of teaching is new in the system so most teachers do not have knowledge and skills in entrepreneurial education. Idibie (2004), observed that inability of teachers make them fail in their duties.
- b) Absence of relevant text books with current syllabus.

c) Curriculum content, the curriculum is over loaded with content which makes it difficult for teachers to cover their syllabus at the end of each term and related subjects that are supposed to be grouped under one are split, causing repetition of the same course with different names making the curriculum to be cumbersome.

d) Absence of collaboration with successful local business for effective teaching.

e) Absence of regulatory mechanism for facilities and performance evaluation from time to time to ensure effective implementation.

Statement of Problem.

The policy on entrepreneurial education is aimed at inculcating into students the spirit of self-reliance, perseverance and confidence that will enable them earn a living and be successful in any business they embark on. Entrepreneurial education create opportunities of transition from traditional to modern industrial economy for sustainable national development. (Ugwoke, Diara and Chukwuma 2014). In spite of all the conscious efforts and attention yet the present situation of Nigeria shows that the goal of introducing entrepreneurial education is yet to be achieved. The question becomes what are militating factors towards the achievement of this great goal. It is on this issue that the study tends to investigate the constrains to effective implementation of entrepreneurial education.

Research Questions.

1. What are the financial constrains to implementation of entrepreneurial education in secondary schools?
2. What are the administrative constrains to implementation of entrepreneurial education in secondary schools?

Hypothesis.

H₀₁: There is no significant difference between the constrains and implementation of entrepreneurial education in secondary schools

Research Methodology.

This is a descriptive survey research design, investigating what is already existing. The population of the study is () teachers in Port Harcourt local Government Area of Rivers State according to 2015/2016 teachers census of Rivers State Senior Secondary Schools Board. The sample size is 130 teachers.

The instrument for the data collection is questionnaire titled Constraints to Implementation of Entrepreneurial Education (CIEE) consisting of 20 items. It is a four point rating scale of Strongly agree (SA-4points), Agree (A-3points), Disagree (D-2points) and Strongly disagree (SD-1points).

The instrument was validated by lecturers in Measurement and Evaluation of Guidance and Counselling Department of University of Port Harcourt. The reliability test was measured using test retest and the internal consistency was ascertained using pearson product moment with reliability coefficient of 0.82. Data collected was analyzed using mean and standard deviation to answer the research questions, while the hypothesis was tested using Z-test at 0.05 level of significance. A mean score of 2.50 and above in the four point rating scale was considered accepted while mean score below 2.50 was considered not accepted.

Table 1: Mean response of teachers on financial constraints to the implementation of entrepreneurial education in secondary schools.

S/N	Items	X	S D	Decision
1	Govt. does not provide adequate fund for procurement of instructional materials	2.84	0.52	A
2	Funds are not made available for in-service training of teachers.	2.92	0.50	A
3	Funds not available to equip laboratories eg ICT lab.	2.78	0.80	A
4	Funds not available for maintenance/repairs of existing equipment	2.68	0.58	A
5	Inadequate fund for practical's and supervisions	2.64	0.62	A
6	Funds not available for field works and excursions.	2.62	0.64	A
7	Non engagement of schools in fund generating activities from PTA or school produce	2.93	0.49	A
8	Non payment of salaries	1.40	0.93	NA
9	Mismanagement of school funds by management/authorities. Misappropriations of funds assigned for such programmes.	2.22	0.76	NA
10		2.53	0.65	A

Table 1 shows that apart from item 8 and 9 with mean score of 1.40 and 2.22 which is below the decision mean of 2.50 other items 1,2,3,4,5,6,7, and 10 have a mean score above 2.50

Table 2: Mean response of teachers on Administrative Constrains to implementation of Entrepreneur Education.

S/N	Items	X	S D	Decisions
11	Teachers seminars and workshops attendance	2.16	0.74	NA
12	Teachers poor knowledge of curriculum content	2.00	0.78	NA
13	Inadequate office accommodation for teachers	2.61	0.63	A
14	Teachers do not cover their scheme of work at the end of the term due to excess work load	2.64	0.64	A
15	Teachers attendance to classes not monitored	2.17	0.72	A
16	Shortage of qualified teachers on entrepreneurial education	2.64	0.62	A
17	The curriculum is cumbersome	2.57	0.67	A
18	Non supervision of learning instructions	2.64	0.62	A
19	Teachers lack of skills in ICT tools utilization	2.57	0.67	A
20	Teachers inability to collaborate with local businesses for effective teaching.	2.92	0.76	A

Table 2 result showed items 13,14,16, 17, 18, 19 and 20 to have mean scores above the decision mean score of 2.50 while items 11, 12 and 15 have mean scores below 2.50.

Table 3: Z-test result showing the level of constrains effect on implementation of Entrepreneurial Education in Secondary Schools.

	N	X	S	S ²	Z	Z _{crit}	Decision
Financial constrains	130	72.6	9.3	86.5	8.34	1.96	Retain H ₀

The calculated $Z = 8.34$ is greater than the critical value $Z = 1.96$, the null hypothesis is rejected and alternative accepted indicating the significant difference between constrains and implementation.

Discussion of Findings

The pertinent questions and hypothesis addressed in this study dealt with determining the effect of financial and administrative constrains on implementation of entrepreneurial education in senior secondary schools. The findings in table 1 shows that financial constrain factors like government does not provide fund for in-service training of teachers, procurement of instructional materials, funds not available to equip laboratories, for maintenance/repairs of existing equipment, field works and excursions, non engagement of schools in fund generating activities and misappropriation of funds assigned for such programmes were accepted to have effect on successful implementation of entrepreneurial education in secondary schools. The result agrees with the findings of Ugwoke et al (2014) that financial constrains affects implementation of entrepreneurship education at federal collages of education. The study is also in line with the observations of Ogbonnaya (2009), that financial constrains to teachers preparation programmes in state and federal collages of education affects their efficiency.

The result of table 2 shows that administrative constrain factors like inadequate office accommodation for teachers, teachers do not cover their scheme of work due to excess work load, the curriculum is cumbersome, teachers lack of skills in ICT and teachers inability to collaborate with local successful businesses for effective teaching were accepted to affect implementation of entrepreneurial education in secondary schools. This agrees with the study of Bassey (2011) that shortage of qualified and experienced skilled teachers on entrepreneurial education affects the teaching of the subjects.

The analysis result of hypothesis1 shows a significant difference indicating that financial and administrative constrains affects the implementation of entrepreneurial education in secondary schools.

Conclusions

In conclusion based on the findings of the study it was observed that financial constrains include; government not providing adequate funds for procurement of instructional materials, training of teachers, equipping and maintenance of laboratories, practicals, supervisions, field works, excursions, misappropriation of funds assigned for programmes and schools not engaging in fund generating activities affects the implementation process of entrepreneurial education.

It was also concluded that administrative constrains include; inadequate office accommodation for teachers, teachers do not cover their scheme of work due to excess work load, the curriculum is cumbersome, teachers lack of skills in ICT and teachers inability to collaborate with local successful businesses for effective teaching affects implementation of entrepreneurial education in secondary schools.

Recommendations

1. Government should provide funds for procurement of instructional materials, training of teachers, equipment and maintenance of facilities.

2. Employment of entrepreneurial education teachers with skills in ICT.
3. Schools should form partnership with organizations for support and also collaborate with local successful businesses for effective learning.
4. Government should make available comprehensive text books in line with the curriculum to guide both teachers and students.
5. Government should provide a supervisory body to investigate mismanagement and misappropriation of funds assigned for such programmes.

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