



Entrepreneurial Education and sustainable national development: The gap between policy and implementation

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Abstract

The study tends to investigate constraints to the 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 the standard deviation were used to answer the research questions while the hypothesis was tested using Z test. The result of the findings indicated a significant difference between financial, administrative constraints and implementation of entrepreneurial education, identifying the constraints as 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: CIEE, training of teachers, equipment

Introduction

Education is regarded globally as a veritable instrument for achieving national development and this accounts for nation's evolution of deliberate plans to achieve this through the provision of quality education. It is 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 the 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 secondary school leaver and university graduates turn out in search of white collar jobs. It is an obvious issue that the number of applicants chasing the available job opportunities are far 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 first 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 the 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 establishing entrepreneurial education at various stages of the educational system of Nigeria.

Entrepreneurial education seeks to provide students with the knowledge, skills and motivation to establish their own businesses. Entrepreneurial education, as stated by Okali (2005) ^[7] is structured to achieve functional education for the youth that will empower them to be self-employed and self-reliance. It also provides students with sufficient training that will be innovative and creative in ascertaining unique business prospects which function as a stimulus 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 are the establishment of vocational studies into the school curriculum. The main purpose the policy on introduction of vocational education in secondary schools as stated in National Policy on Education (1991) is to offer adequate preparation and instructions of the essential skills required for the production of technicians and other skilled individuals who will be enterprising, also to enhance individuals into having an in-depth knowledge of technology. Pre-vocational subjects were introduced at the junior secondary level (JS1-3) with the aim of showing students to the domain of work through discovery pointed at improving students in respect to informed career choice and intelligence. The pre-vocational subjects include; business studies, home economics, introductory technology. Business studies comprise of book-keeping, shorthand, account, office

practice, typewriting and computer science. (Ofoha 2011) ^[5]. Entrepreneurial education was introduced to JS1-3 as business studies which are optional subjects. The learning purposes of business studies in comprises; 1) Achieving basic skills required to embark upon an industrious and lucrative business environment. 2) Initiating business prospects, creativity, problem-solving, risk-taking, recognizing individual rights and environmental support. 3) Self-motivation, Self-management capabilities and taking accountability in the accomplishment of business goals. 4) Self-advancement and the advancement of other persons through business openings and enterprise creation. At the senior secondary school (SS1-3) vocational subjects including agricultural science, building construction, food and nutrition, commerce, etc. The principal purpose of these subjects is to change the educational system of Nigeria towards developing individuals with enterprising skills and capabilities. Vocational studies in the Nigerian senior secondary schools are pivoted towards the achievement of an industrialised Nigeria. Conversely, these modern approaches concerning enterprise education in Nigeria have not produced any notable result till date bearing in mind the reality that many youth unemployment has steadfastly been on the increase. In September 2011, there was a change from 6-3-3-4 to 9-3-4, meant to strengthen enterprise development in junior secondary school students which failed because there is a gap between the policy and implementation. The tenacious development of unemployed youths in Nigeria, forced the Federal government to formulate a recent policy of making entrepreneurial education a required branch of learning at all levels of education particularly at the senior secondary level by introducing trade and entrepreneurship subjects including; welding and fabrication, basketry, ceramics, leatherwork, woodwork, metalwork, furniture making, upholstery, machine woodworking 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, bookkeeping, storekeeping, office practice, typewriting, store management, business management, marketing, salesmanship, insurance, commerce, clerical office duties.

Constraints to Effective Implementation to Entrepreneurial Education in Nigeria Secondary Schools

Policies on entrepreneurial education are aimed at ensuring sustainable economic growth and national development, but the aim seems to be far from achieved due to some challenges at the implementation level. There are several factors that tend to mitigate the achievement of this great goal. The factors can be grouped into two; the financial and administrative constraints.

Financial Constraints

Successful implementation of any policy required funds which have been estimated during the feasibility study. These include; money for procurements of facilities involving the establishment of 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 the attainment of policy goals.

Administrative Constraints

This is explained in the following subfactors;

- 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) ^[4], observed that inability of teachers makes them fail in their duties.
- b) The absence of relevant textbooks with the current syllabus.
- c) Curriculum content, the curriculum is overloaded 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) The absence of collaboration with successful local business for effective teaching.
- e) The absence of a 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 to earn a living and be successful in any business they embark on. Entrepreneurial education creates opportunities of transition from traditional to the modern industrial economy for sustainable national development. (Ugwoke, Diara and Chukwuma 2014) ^[8]. 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. The study tends to investigate the constraints to the effective implementation of entrepreneurial education based on these issues.

Research Questions

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

Hypothesis

H₀₁: There is no significant difference between the constraints 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), Agrees (A-3points), Disagrees (D-2points) and Strongly disagrees (SD-1points).

The instrument was validated by lecturers in Measurement

and Evaluation of Guidance and Counselling Department of the University of Port Harcourt.

The reliability test was measured using test-retest and the internal consistency was ascertained using Pearson product-moment with a reliability coefficient of 0.82. Data collected were analysed 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 a 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. no | Items | \bar{X} | SD | 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 e.g. 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. | 2.22 | 0.76 | NA |
| 10 | Misappropriations of funds assigned for such programmes. | 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 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 Constraints to the implementation of Entrepreneur Education.

| S. no | Items | X | SD | 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 workload | 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 skills in ICT tools utilisation | 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 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: T-test result showing the level of constraints effect on the implementation of Entrepreneurial Education in Secondary Schools.

| | N | \bar{X} | S | S ² | Z | Z _{crit} | Decision |
|---------------------------|-----|-----------|------|----------------|------|-------------------|-----------------------|
| Financial constrains | 130 | 72.6 | 9.3 | 86.5 | 8.34 | 1.96 | Retain H ₀ |
| Administrative constrains | 130 | 58.7 | 31.7 | 1004.9 | | | P > .05 |

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 constraints and implementation.

Discussion of Findings

The pertinent questions and hypothesis addressed in this study dealt with determining the effect of financial and administrative constraints on the implementation of entrepreneurial education in senior secondary schools. The findings in table 1 shows that financial constraint 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) [8] that financially constraints affect implementation of entrepreneurship education at federal colleges of education.

The study is also in line with the observations of Ogonnaya (2009) [6], that financial constraints to teachers' preparation programmes in state and federal colleges of education affect their efficiency.

The result of Table 2 shows that administrative constraint factors like inadequate office accommodation for teachers, teachers do not cover their scheme of work due to excess workload, the curriculum is cumbersome, teachers lack 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) [2] that shortage of qualified and experienced skilled teachers on entrepreneurial education affects the teaching of the subjects.

The analysis result of hypothesis 1 shows a significant difference indicating that financial and administrative constraints affect the implementation of entrepreneurial education in secondary schools.

Conclusion

In conclusion based on the findings of the study it was observed that financial constraints include; government not providing adequate funds for procurement of instructional materials, training of teachers, equipping and maintenance of laboratories, practical, 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 constraints include; inadequate office accommodation for teachers, teachers do not cover their scheme of work due to excess workload, the curriculum is cumbersome, teachers lack 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. The 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 a partnership with organisations for support and also collaborate with local successful businesses for effective learning.
4. The government should make available comprehensive textbooks in line with the curriculum to guide both teachers and students.
5. The government should provide a supervisory body to investigate mismanagement and misappropriation of funds assigned for such programmes.

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