

Effective Implementation of Entrepreneurship Education in Public Secondary Schools in Rivers State for Productivity and National Development

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Abstract

The study investigated Effective Implementation of Entrepreneurship Education in Public Secondary Schools in Rivers State for Productivity and National Development. Three research questions and three corresponding hypotheses guided the study. The study adopted the descriptive survey design. A sample size of 86 was drawn from a population of 258 principals of senior secondary schools in Rivers State. A validated instrument titled implement of entrepreneurship education for productivity and national development questionnaire was used for data collection. The instrument yielded a reliability index of 0.79. The mean and standard deviation were used to answer the research questions, while the z-test was used to test the hypotheses. The findings revealed that effective implementation of entrepreneurship education will enable the students to be creative, innovative and productive, which in turn will lead to productivity and national development.

Keywords: Effective implementation, Entrepreneurship education, Public secondary Schools, Productivity, National Development.

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INTRODUCTION

There is now a concerted effort to make education functional and a tool for national development. Education is a powerful force that can ensure the sustainability of any worthwhile ventures. In Nigeria today, school curriculum at all levels are now developed with entrepreneurial mindset. Among the innovation is the vocationalisation of the secondary school curriculum at the junior and senior secondary levels. Prevocational subjects were introduced into the junior secondary school curriculum while vocational subjects were introduced into the senior secondary school curriculum. Integrated subjects such as Introductory Technology in the past were to prepare students for vocation such as woodwork, metal work, basic electronics, technical drawing, automobile mechanics, and others. This is to empower learners to be productive at the end of the junior secondary schools. In today's curriculum the above integrated subject is now called Basic Technology. At the senior secondary level, the vocational subjects include subjects such as Agricultural Science, Food and nutrition, auto mechanics, commerce, typewriting. These subjects are aimed at developing entrepreneurial skills. Entrepreneurial subjects such as photography, catering,

craft and data processing have been recently added in the new secondary curriculum. This move according to Oladunjoye & Omemu (2013) was to introduce a form of education which will not only encourage self-reliance, but will impact positively on the creative and innovative abilities of the individuals.

In fact, entrepreneurship education helps to prepare the individual with skills. According to Paul (2005), entrepreneurship education aims at offering functional education to the youths that will enable them to be self-employed and self-reliant; training that will enable them to be creative and innovative. According to Paul, it also serve as a catalyst for economic growth and development helps in reduction of unemployment and poverty. He went further to note that entrepreneurship education provides the graduates with enough training and support that will enable them to establish career in small and medium size business, inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on; and create smooth transition from traditional to a modern industrial economy. Similarly, Izedonmi & Okafor (2010) are of the view that entrepreneurial education is focused on developing youth as well as individuals with

passion and multiple skills. In their own view, Njoku and Nwosu (2010) sees entrepreneurship education as an education that deals with the acquisition of right habits, attitudes and the skills as well as means of surviving in the face of unemployment.

The efforts of transforming labour force and other human capital in the creation of new enterprises and jobs should be taken into account in assessing actual number of total labour inputs. It was in this direction that Sanchez (2010) observes that during the last decade. Entrepreneurship education have been at considerable increase level with the aim of creating jobs and businesses. Entrepreneurship educations is expected to evoke the spirit of entrepreneurial skills, self-sufficient as well as working and developing the National economy (Asmani, 2011). Kolapo (2008) as cited in Ayeni & Adesua (2010) maintained that a poor education system which does not guarantee good employment for the people only leads to a situation where a legacy of poverty is the only inheritance that poor can bequeath to their children unborn, the unborn generation included.

Infact, the achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In his own opinion, Babalola (2004) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. In other words for an educational curriculum to achieve its intended objectives or for effective implementation of educational programmes, certain issues demand urgent attention. Those issues are; instructional facilities, qualified staff, funding, instructional materials, decision making and curriculum planning. Supporting the above statement, Onyeachu (2008) noted that no organisation function effectively without fund. In Nigeria for instance, fund allocated to education is grossly inadequate. Similarly, Dike (1987) described instructional material as alternative channels of communication which teachers can use to compress information and make them more vivid to his learners. Babolola (2004) also noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation. Ajayi (2009) in his own study on relationship between availability of instructional materials and curriculum implementation in Nigeria secondary schools, discovered a significant level of relationship between the two.

From the above discussion, it is important to note that the implementation of any educational programmes entails the provision and availability of qualified teachers and instructors, facilities, and

equipment. It was in this regard that Federal Republic of Nigeria (2004) stipulates that all teachers in educational institutions shall be professionally trained... And efforts towards the improvement of quality education at the various level of education shall include the appointment of academically and professionally qualified persons as teachers. Similarly Olumese (2004) discovered that vocational institutions in Nigeria were faced with the problem of lack of adequate workshop/facilities and equipment, lack of maintenance culture and the absence of vocational education and industry collaboration.

Pihie (2009) opined that entrepreneurship education is structured to offer functional education for the youths that will enable them to be self-employed and self-reliant, provide the youths and graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, to serve as a catalyst for economic growth and development. In this direction also, Bolton & Thompson (2000) noted that an entrepreneur is any person who continuously produces and invests a product that has recognizable value to his surrounding and the society at large with a view to meeting perceived opportunities.

Statement of the Problem

The changes in global economy have made nations of the world to channel their economic policies towards global economic competitiveness. Nigeria as a nation and Rivers State in particular is not left out. And it seems that one of the ways of ensuring that education assists as a tool in addressing productivity and national development is by the inclusion of entrepreneurship education into the curriculum. There is still the doubt if entrepreneurship education can become a venture for productivity and national development. There is therefore the need to conduct a study in this direction to ascertain if effective implementation of entrepreneurship can lead to productivity and national development.

Aim and Objectives of the Study

The purpose of the study is to investigate the effective implementation of entrepreneurship education in public senior secondary schools in Rivers State for productivity and national development. The specific objectives are to:

1. Access how the implementation of entrepreneurship education affects human resource development in Rivers State.
2. Determine the extent to which the implementation of entrepreneurship education influences productivity in Rivers State.
3. Examine the ways that the implementation of entrepreneurship education affects national development.

Research Questions

1. How does the implementation of entrepreneurship education in secondary

schools affect human resources development in Rivers State?

2. What is the extent to which the implementation of entrepreneurship education in secondary schools influences productivity in Rivers State?
3. What are the ways that the implementation of entrepreneurship education in secondary schools affect national development?

Hypotheses

1. There is no significant difference between the mean ratings of male and female principals on how the implementation of entrepreneurship education in secondary schools affects human resources development.
2. There is no significant difference between the mean ratings of male and female principals on the extent to which the implementation of entrepreneurship education in secondary schools influences productivity in Rivers State.
3. There is no significant relationship between the mean ratings of male and female principals on the ways that implementation of entrepreneurship education in secondary schools affects national development.

METHODOLOGY

The study adopted the descriptive survey design. The population of the study included all the principals of senior secondary schools in Rivers State. The population of the study is therefore all the 258 principals of senior secondary schools in Rivers State. This information is derived from the Statistics

Department of Ministry of Education in Rivers State. A sample size of 86 principals was drawn from 258 principals using stratified sampling technique. The instrument for the study was a self-designed questionnaire titled "Implementation of Entrepreneurship Education for Productivity and National Development Questionnaire (IEEPNDQ)". The instrument was validated by using the professional specialists. Reliability of the instrument was obtained through test re-test method. The reliability coefficient was established at 0.79. The instrument was administered by the researcher and 2 research assistants. The responses to the research questions were weighted on a modified four-point Likert type scale, with the following response options and corresponding weights:

Strongly Agree -4
 Agree-3
 Disagree-2
 Strongly Disagree-1

The mean and standard deviation of the responses to each item was calculated and used to answer the research questions, using the criterion mean of 2.50, while the z-test was used to test the hypotheses at 0.05 significant level.

RESULTS AND DISCUSSIONS

Research Question I

How does the implementation of entrepreneurship education affect human capital development in Rivers State?

Table 1: Analysis of the mean and standard deviation of male and female principals' opinion on how the implementation of entrepreneurship education has affected human capital development in Rivers State

		Male principals		Female principals		\bar{X} \bar{X}	Decision
		\bar{X}	SD	\bar{X}	SD		
1	Entrepreneurship education will provide skills to graduates	3.20	.97	3.19	.95	3.19	Agreed
2	Provides skills in sciences	3.02	.90	3.06	.92	3.03	Agreed
3	Provides knowledge to the graduates	2.95	.85	2.90	.83	2.92	Agreed
4	Provides skills for commerce	3.00	.88	2.92	.84	2.96	Agreed
5	It also provides skill and knowledge for technology	3.10	.95	3.08	.94	3.09	Agreed
	Aggregate Mean	3.05		3.03		3.04	Agreed

The result of the data in Table 1 showed that the assessed variables had mean scores above the criterion mean of 2.50. Since all the scores were above 2.50, the results indicate that effective implementation of entrepreneurship education will provide skills and knowledge for sciences, commerce and technology. The implementation of entrepreneurship education has affected human capital development by providing human

capital (human being with skills and knowledge) in sciences, commerce and technology.

Research Question I

What is the extent to which the implementation of entrepreneurship education influences productivity in Rivers State?

Table 2: Analysis of the mean and standard deviation of male and female principals' opinion on the extent to which the implementation of entrepreneurship education in public secondary schools influences productivity in Rivers State

		Male principals		Female principals		\bar{X}	\bar{X}	Decision
		\bar{X}	SD	\bar{X}	SD			
1	The implementation of entrepreneurship education make a student to be creative.	3.21	.97	3.20	.98	3.20		Agreed
2	It will make a student to be an entrepreneur	3.08	.94	3.05	.92	3.06		Agreed
3	It make students to be creative and productive	3.11	.92	3.13	.96	3.11		Agreed
4	Entrepreneurship education will inculcate the skill of being innovative to the students.	2.97	.85	3.01	.88	2.99		Agreed
5	The implementation of entrepreneurship education will influence productivity.	3.18	.97	3.24	.98	3.21		Agreed
	Aggregate Mean	3.03		3.15		3.09		Agreed

The result of the data in Table 2 showed that the assessed variables had mean scores above the criterion mean of 2.50. Since all the scores were above 2.50. It indicates that the effective implementation of entrepreneurship education will make the students an entrepreneur who are innovative, creative and

productive. In this direction, the implementation of entrepreneurship education will influence productivity.

Research Question 3

What are the ways that the implementation of entrepreneurship education affects national development?

Table 3: Analysis of the mean and standard deviation of male and female principals' opinion on the ways that the implementation of entrepreneurship education affects national development

		Male principals		Female principals		\bar{X}	\bar{X}	Decision
		\bar{X}	SD	\bar{X}	SD			
1	The implementation of education will enable the citizens to be self-employed and self-reliant.	3.30	.99	3.02	.90	3.16		Agreed
2	It will serve as a catalyst for economic growth.	3.12	.95	3.16	.95	3.14		Agreed
3	The implementation of entrepreneurship education will lead to development of national economy.	3.05	.92	3.00	.89	3.02		Agreed
4	It will lead to individual development.	3.10	.95	3.18	.96	3.14		Agreed
5	It will evoke the spirit of entrepreneurial skills and self-sufficient.	3.20	.97	3.29	.98	3.24		Agreed
	Aggregate Mean	3.12		3.13		3.12		Agreed

The result of the data in table 3 showed that the assessed variables had mean scores above the criterion mean of 2.50. Since the scores are above 2.50, the results indicate that effective implementation of entrepreneurship education will lead to individual, economic and national development.

Hypothesis I:

There is no significant difference between the mean ratings of male and female principals on how the implementation of entrepreneurship education affects human resources development.

Table 4: Z-test analysis of the significant difference between the mean ratings of male and female principals on how the implementation of entrepreneurship education affects human resources development

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Male principals	49	3.05	.91	84	0.72	±1.96	Accepted
Female principals	37	3.03	.89				

The results in table 4 shows that the calculated z-score of 0.72 is less than the z-critical score of ±1.96 at 0.05 significant level. Since the z-calculated score is less than the z-critical score, the hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female principals on how the

implementation of entrepreneurship education affects human resource development.

Hypothesis 2:

There is no significant difference between the mean ratings of male and female principals on how the implementation of entrepreneurship education influences productivity in Rivers State.

Table 5: Z-test analysis of the significant difference between the mean ratings of male and female principals on the extent to which the implementation of entrepreneurship education influences productivity in Rivers State

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Male principals	49	3.03	.93	84	0.87	±1.96	Accepted
Female principals	37	3.15	.94				

In table 5, the result shows that the z-calculated score of 0.87 is less than the z-critical value of ± 1.96 at 0.05 significant level. Since the z-calculated is less than the z-critical, the hypothesis is accepted. There is therefore, no significant difference between the mean ratings of male and female principals on the extent to

which the implementation of entrepreneurship education influences productivity in Rivers State.

Hypothesis 3:

There is no significant difference between the mean ratings of male and female principals on the ways that the entrepreneurship education affects national development.

Table 6: Z-test analysis of the significant difference between the mean ratings of male and female principals on the ways that entrepreneurship education affects national development

Variables	N	\bar{X}	SD	df	Z-calculated	z-critical	Decision
Male principals	49	3.12	.95	84	0.92	±1.96	Accepted
Female principals	37	3.13	.93				

The result in table 6 shows that the z-calculated score of 0.92 is less than the z-critical score of ± 1.96 at 0.05 significant level. Since the z-calculated value is less than the z-critical value, the hypothesis is accepted. Therefore, there is no significant difference between the mean ratings of male and female principals on the ways that entrepreneurship education affects national development.

Rivers State. This means that if entrepreneurship education is effectively implemented in Rivers State, it will definitely increase productivity.

The result of research question three revealed that effective implementation of entrepreneurship education will lead to individual, economic and national development. This finding corroborates Pihie (2009) who opined that entrepreneurship education is structured to offer functional education for the youths that will enable them to be self-employed and self-reliant, provide the youths and graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities to serve as a catalyst for economic growth and development. The test of hypothesis three was accepted that there is no significant difference between the mean ratings of male and female principals on the ways that effective implementation of entrepreneurship education affect national development.

Discussion of Findings

The findings of research question one revealed that the effective implementation of entrepreneurship education has affected human capital development by providing human capital (human being with skill and knowledge) in sciences, commerce and technology. The finding agrees with Paul (2005) who noted that entrepreneurship education aims at offering functional education to the youths that will enable them to be self-employed and self-reliant, training that will enable them to be creative and innovative. Test of hypothesis one was accepted that there is no significant difference between the mean ratings of male and female principals on how the implementation of entrepreneurship education affects human resources development.

The result of research question two revealed that effective implementation of entrepreneurship education will make the student and entrepreneur who is innovative, creative and productive. This findings is in line with Oladunjoye and Omenu (2013) who stated that the move for the introduction of entrepreneurship education will not only encourage self-reliance, but will impact positively on the creative and innovative abilities of the individuals. The test of hypothesis two was accepted that there is no significant difference between the mean ratings of male and female principals on the extent to which effective implementation of entrepreneurship education influences productivity in

CONCLUSION

Effective implementation of entrepreneurship education has affected human capital development by making students innovative, creative and productive. This will lead to individual development, economic development and national development.

Recommendations

1. Rivers State government should ensure that good entrepreneurship education instructors are available in government secondary schools.
2. Instructional facilities should also be provided in public secondary schools in Rivers State.
3. Rivers State government should also provide adequate fund to facilitate the implementation of entrepreneurship education.
4. Government should create public awareness among the students of public secondary schools

on the relationship between entrepreneurship education and innovation, creativity and productivity.

5. Rivers State government should ensure that there is a policy making entrepreneurship education a compulsory subject in secondary schools.

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