

Entreprenureship Education as Predictor of Youth Restiveness in Imo State

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Abstract

The paper examines entrepreneurship education as predictor of youth restiveness in Imo State and how this has affected her peaceful co-existence and development. Poverty, unemployment and lack of access to quality education, among others, have been responsible for this unprecedented increased restiveness. Entrepreneurship education empower youths technically through entrepreneurship training to cope with the changing times and productivity using their entrepreneurial skills for setting and sustaining enterprises. Issues of youth empowerment, skill development, instructional materials, curriculum content and effective teaching methodologies to curb youth restiveness were conceptualized. The study, which was correlational, was based on three (3) research questions and three (3) null hypotheses. A sample of three hundred and sixty (360) respondents were selected through stratified-random sampling technique. Data was collected through a self-developed questionnaire and analyzed using mean scores, standard deviation and Analysis of Variance. The findings of the study indicated that development of infrastructures and physical facilities, textbooks, staffing, consumables and expendables for practical lessons are adequately available. Curriculum content and methodologies for the effective teaching of entrepreneurship education reflects the course of National Policy of Education in Nigeria and that entrepreneurship education is practical oriented as it motivates students to work as a team which have helped in inculcating entrepreneurial skills successfully. It was recommended among other things that the government via the ministry of education should emphasize on the practical aspect of entrepreneurship education in the curriculum, support schools in the provision of more manpower, facilities and instructional materials needed to ensure that entrepreneurship education will equip and empower students for self-reliance and employment.

Keywords: Entrepreneurship education, Youth restiveness, skills, poverty.

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INTRODUCTION

Youth restiveness has been on the increase in almost every communities in Nigeria. Since the end of military regime and the beginning of civilian regime, there has been increase in cases of unravelled violence, killing of innocent people, abduction, drug abuse, rape, armed robbery, hooliganism, burglary, political thuggery, prostitution, fraud, cybercrime among others. Youth restiveness in the Niger Delta region, Boko Haram and Fulani Herdsmen in Northern Nigeria has been a cause of serious national security problems for quite some time now and this vice has assumed international dimension in scope. The interest of governments and the world over youth restiveness stem from the fact that the youths are a bundle of potential energy waiting to be unleashed positively or negatively. Obiaju (2015). This potential energy, if not controlled, directed and put into good use, could spell doom for the society. As the saying goes “an idle mind is the devil’s workshop”.

Unfortunately, in the present day Nigeria, there are a large number of very energetic youths who are prepared to work but are languishing in the streets begging for help where none exist. This is evident in Imo State in the number of youths hawking, soliciting and roaming the streets. On the other hand, some have resorted to unwholesome ventures and other social vices. In lieu of this, entrepreneurship education is the only potent tool for youth empowerment, industrial growth and national unity in Nigeria. As an indispensable tool, entrepreneurship education inculcates the spirit of self-respect, self-reliance and entrepreneurship among youths thus, reducing poverty, encouraging harmonious co-existence, creating gainful employment and boosting the economy of a nation because it is a means of providing manipulative skills, developing the human faculty of creativity, manageability, organization, planning, innovation and resource management so that youth can confront the productivity challenges of Nigeria Adiele (2014).

Therefore, the focus of this study is directed to unravelling how entrepreneurship education remedies restiveness and inculcate the spirit of self-reliance among teeming Nigerian youths and the challenges therein.

Purpose of the study

The purpose of this study was to find out how entrepreneurship education can curb youth restiveness in public senior secondary schools. Thus:

1. Find out if instructional materials of entrepreneurship education will predict youth restiveness in public senior secondary schools.
2. Find out if curriculum content of entrepreneurship education will predict youth restiveness in public senior secondary schools.
3. Find out if effective teaching methodologies of entrepreneurship education will predict youth restiveness in public senior secondary schools.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance to guide the study:

1. Instructional materials of entrepreneurship education does not significantly predict youth restiveness in public senior secondary schools.
2. Curriculum content of entrepreneurship education does not significantly predict youth restiveness in public senior secondary schools.
3. Effective teaching methodologies of entrepreneurship education does not significantly predict youth restiveness in public senior secondary schools.

Theoretical Framework

The Human Capital Theory as propounded by Adams Smith in 1776 and developed by Gary Becker in 1964. As cited in Agabi (2019), the theory focused on the development of skills and knowledge possessed by man and their application in production economics. It emphasizes man's capacity to perform different labour tasks as a function of the skills and knowledge inherent in him and which has been developed by external factors such as education and training which highlight his innate potential. Agabi (2019) posited that the theory sees formal education as a very vital tool that should be used in training and developing man's latent trait. It regards people with highly developed skills as assets and stresses that investment by institutions or organizations in their workers will generate worthwhile returns. Human capital theory anchors on the assumption that formal education and continuous training are highly instrumental and indispensable in improving the production capacity of a population. These skills and knowledge make them more productive in any economic productive venture. Investing in the right development programmes influence the workers' productivity which will in turn encourage customer loyalty and build market share that will lead to gain in set goals and revenue growth. On

the other hand, Nigeria's economy can grow and develop speedily if its human capital in their various capacities is able to acquire useful skills. However, this theory stresses the inculcation of entrepreneurial skill through formal education in all levels of education that will contribute immensely to the economic growth of the nation. It justifies labour as a productive resource.

Conceptual Consideration

Meaning and objectives of entrepreneurship education in secondary education

An entrepreneur is one who undertake or create a business venture, starts a new project, tries new investment opportunities, has a risk taking tolerance, transforms ideas into practical activities and is self employed. Entrepreneurship is also viewed as a process which involves the effort of an individual/s in identifying viable business opportunities Ajileye (2017). There are business opportunities in every sector of the Nigeria economy that graduating students can identify and delve into. Similarly, entrepreneurship is the willingness and ability of an individual to search for business opportunities they can invest in with the optimal use of scarce resources to exploit the opportunity profitably. One has to be willing and able to look keenly for business opportunities that will be profitable with a little or affordable start-up capital. This means that there are business opportunities everywhere that need to be identified, when identified, investigations are carried out and money is put into it which will yield returns. The ability of an individual to find a business that is not in existence in a particular location and delves into it knowing that the people will need it and in return will make profit is entrepreneurship. It has also been defined as the process of creating or adding value to an organization through the resources of such organization (Chinedu & Kamelu, 2016).

Entrepreneurial development is a process used by societies to assists the younger generation in understanding the heritage of their past, participating productively in the society of the present and contributing to the future. With these functions, entrepreneurial development draws motivation and sustenance from government, with the aim of contributing the growth, renewal of human socio-economic and development of a nation. Thom-Otuya (2005) posits that entrepreneurship is the attempt to create value by an individual or individuals through:

- a) The recognition of significant business opportunity
- b) The drive to manage risk-taking appropriate to the project.
- c) The exercise of communicative and management skills necessary to mobilize rapidly the human, materials and financial resources that will bring the project to fruition. Entrepreneurship is the process of creating an innovative economic organization for the purpose of growth. An entrepreneurial activity could be a specialized government

agencies, non-governmental organizations, profit oriented enterprise etc. Entrepreneur and entrepreneurship are associated with small and medium scale business hence it is owner initiated type of business.

Nwaiwu (2014) observed that the central objective of entrepreneurial education is to raise the level of skills, especially technical and management skills, needed to support small medium entrepreneurial growth and to provide an adequate supply of the whole range of professional expertise needed to run and develop modern small medium entrepreneurial business.

The objectives of entrepreneurship education according to Osuala (2013) includes:

- To serve as a catalyst for economic growth and development.
- Offer graduates with adequate training in risk management and to make certain risk bearing feasible.
- Provide the youths with enough training and support that will enable them to establish a career in small and medium" sized businesses.
- Reduction in high rate of poverty
- To offer viable education for the youth that will enable them to be self-employed and self-reliant.
- To provide the youths with adequate-training that will 'enable them to be creative and innovative to identify novel business opportunities.
- Creating smooth transition from traditional to a modern industrial economy
- To inculcate the spirit-of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. To match reality with well-prepared human resources relevant to the national need and Interest, The Federal Government of Nigeria (2014) through the national policy postulated the acquisition of appropriate knowledge and skills necessary for one to secure paid employment or be self employed as unemployment has become a basic feature of developing economies and has devastating effects on national development.

Adequacy of the use of instructional materials for teaching entrepreneurship education

Investment in entrepreneurship education should concentrate mainly at the major inputs that can guarantee effective entrepreneurship education programme delivery in the school system. These inputs are necessary for effective teaching learning process through which students can meaningfully acquire needed knowledge that can be used for the betterment of individuals and the nation at large. The inputs include:

Development of Infrastructures and Physical Facilities needed in teaching of entrepreneurship education in schools for effective learning to take place include the provision and the development of infrastructures such as good road network, electricity, water supply, and well developed school facilities such as well-equipped laboratories, workshop, ICT centres, a well-ventilated classrooms with chairs, tables, white boards/markers, projectors, public address system, fan and or air conditioners among others. All these things are meant for the comfort of the students. The reason Nigeria graduates undergo retraining before they fit into the work place is that the gap between the facilities in the school workshop and facilities in the actual work place is very wide. Entrepreneurship education is about acquiring skills and skills cannot be acquired by mere theoretical teaching. In most secondary schools in Imo state, these facilities are not readily available, the available ones are in bad conditions; no effort is made by the government, school heads, and the school administrators to update the facilities. The essence of providing these facilities in schools is for students and teachers to carry out relevant experiments and practical work for especially science related subjects. According to Owchondah (2006) non-availability of physical facilities such as school buildings well equipped laboratories, workshops, relevant textbooks and instructional materials for training could result in poor quality of students trained and can result to under-utilization of available teaching personnel.

Instructional Materials and Textbooks

The importance of teaching aids or learning equipment and textbooks cannot be over emphasized. Availability of adequate and quality textbook is important in the running of entrepreneurship programmes to assure quality teaching and learning. Adeyemi (2013) opines that in recent times, there have been dearth of quality text books and other instructional materials, most of the teaching and learning equipment have gone obsolete and almost irrelevant to the teaching and learning of the modern day technology.

It is quite unfortunate that most times, planners do not relate school facilities to the learning process and yet they expect learning to take place in the absence of books, seats and writing materials. And at long run the decline in the standard of education is blamed on teachers and students. Moreso, achievement in education depends on the optimum performance of all the school administrative elements, which include the technical, the managerial and the institutional subsystems. In same vein, Mkpa (2009) is of the view that the availability of requisite facilities is important for the effective implementation of any predetermined objectives. It is worthy to note that the qualifications and background of any teacher can only be useful when the right and adequate instructional facilities are provided for effective teaching and learning to achieve the required results. To inculcate entrepreneurship

education, there must be adequate provision of facilities in terms of space, equipment, to ensure quality in entrepreneurship education. The training environment should be like the work environment, where every necessary machines and equipment that facilitates learning should be made available and in their right state. But this is contrary to the current state of entrepreneurship education in Nigeria as most of these facilities are either short in supply, dilapidated and obsolete.

Staffing

According to Hornby (2010) personnel refer to people employed in business organization for the purpose of rendering services. School as a social organization is made up of teachers and non-teaching staff who are employed to impart knowledge to the students. If they are adequately trained to handle entrepreneurship education at the all school level, the teaching of entrepreneurship education will be more effective but if teachers to handle it are not sufficient to transmit this knowledge and skills to the students, the system will be a failure. The UNESCO approved recommendation of teachers-student ratio in entrepreneurship education is 1:30 students per teacher. Similarly Peretomode (2014) advised that teaching manpower should be utilized in areas, where they have appropriate background training to ensure higher level of efficiency and improved productivity. He added that such manpower if appropriately utilized is more effective in the performance of his functions. He therefore said that policies regarding teaching and manpower resources should consider the need for careful selection, recruitment, placement, appraisal, and compensation as this will help achieve a more optimal distribution and utilization of resources. It is obvious that inadequate supply and distribution of teachers is very important that the available resources should be judiciously utilized. According to him, to avoid problems in educational system government should ensure adequate supply of teachers to all the levels of educational institutions in Nigeria. Such distributions must consider quality and quantity of teachers needed in the educational system. This is because without an adequate supply of trained and motivated teachers, any system of education cannot fully achieve its aims and objectives. In executing entrepreneurship education programmes, teachers are a vital force for effective classroom instructions; therefore teachers are seen as prime movers in the improvement of quality entrepreneurship education. Adequate training cannot take place without competent teachers to handle instructional programmes because no educational system can rise above the quality of its teachers; a qualified teacher has the methodological competence to enable students to develop skills for creativity and understanding (Osuala, 2013). The calibre and morale of the teachers and instructors are probably the most important factor in any training institute. Instructors/teachers influence on the students is often

critical and this 21st century where rapid change in technology is affecting almost every area of the economy, the need for training and upgrade of teachers and instructors is essential.

Consumables and Expendables for Practical Instructions

They are items “to be used up” to achieve an objective. Consumables and expendables are all the materials and items that will be needed to successfully carry out a practical instruction in any of the discipline in entrepreneurship education programmes. In order to carry out a successful practical class, one needs both the primary and the secondary materials for the practical.

Curriculum development and innovations

Curriculum is defined as prescribed courses of studies, which students must fulfil in order to pass a certain level of education (Ellis, 2007). It is a planned learning experiences offered to a learner in school. It is a programme of study made up of three components; Programme of studies, programme of activities and programme of guidance. In a nutshell curriculum can be seen as an organized group of outlined courses to be offered by students in a geographical area in order to attain a certain level in the academics, taking into cognizance, the objectives of the programme, and the need of the society and innovations for upgrade of the programme. The most vital aspect for the success of education development of any nation is a well-planned, articulated and implemented curriculum that is designed to be taught and learned in schools for the purpose of elevating social consciousness and bringing about economic growth. A well planned curriculum engenders relevancy in learning, which in turn boosts economic growth and development. The reverse is the case when curriculum is planned without due consolidations, evaluations and empirically proven utilitarian rationale.

For entrepreneurship education programmes to meet the current demands of this age of convergence of information communication technology there is a dire need to develop, modify and restructure the curriculum to suit the demand of the ever growing technology. Investment is also required to review the existing curricula and bring new innovations that can transform the individuals and the society at large.

The importance of curriculum content in the teaching of entrepreneurship education according to Orji (2013) includes:

- Increase the number of employable graduates in the society.
- Increase number of small and medium scale enterprise (SMEs) and employment.
- Reduced crime rate and other social vices.
- Increase healthy competitiveness.
- Leads to the empowerment of teachers

The place of entrepreneurship education in the curricula content of the new senior secondary school trade and entrepreneurship studies curriculum cannot be over emphasized. Trade and entrepreneurship studies inclusion in the new senior secondary school education curricula is the major highlight and key to achieving the objectives of this curricular such as job creation, wealth creation and eradication of poverty. According to Omosewo & Asebiomo (2013). The curriculum is designed to drive the development of appropriate skills for social and economic transformation. Trade and entrepreneurship studies is made up of 34 distinct subjects with the particular aim in the Nigerian context being to get the students to acquire one or two of these trade skills and through the particular subject taught, acquire entrepreneurial skills and knowledge associated with that line of trade. To this end, there is a general recommendation that schools teach between the range of 3-5 of these subjects. For the successful achievement of any educational change be it reform, innovation, inclusion of new ideas into an existing programme, system of education, the change must be in line with the country's goal for education. One of Nigeria's education goals as presented in the National Policy on Education for the country is the promotion of "functional education for skill acquisition, job creation and poverty reduction and this is in tandem with objectives of the post-basic education and career development contained in section 3 of the National Policy amongst several others which include:

- a) Provision of entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.
- b) Inspiration of students with a desire for self-improvement and achievement of excellence.
- c) Raising of morally upright and well-adjusted individuals who can think independently and rationally.

Methodologies for effective teaching of entrepreneurship in secondary education

Methodologies are the strategies, method, ways and means of inculcating entrepreneurial skills to students. Greene (2017) identified four basic methods of teaching entrepreneurship skills in the secondary schools which includes:

- Starting a business
- Serious games and simulations
- Design-based learning
- Reflective practice.

Starting a business

These are approaches to channelling entrepreneurship education into a realistic one where students are asked to start-up their own businesses as soon as they start offering entrepreneurship education as a course. This is a venture approach because it encourages students to start their own businesses, to be creative and also build team work because, as students

encounter challenges in starting up businesses, they will brainstorm together to overcome such challenges.

Serious Games and Simulations

This approach speculates that students have sense of playing games and would want to learn the rules. Games should be developed to help students understand what entrepreneurship is, what is available in it and how it can be helpful in the teaching of entrepreneurship education.

Design-Based Learning

This method sees identification of opportunities as the number one thing in entrepreneurship education. Entrepreneurs observe their environment to seek for business opportunities. This enables student think and act like entrepreneurs, discover new opportunities and make such opportunities a reality.

Reflective Practice

Reflection is an important process by which knowledge is developed from experience. In reflecting, an insight is gained through considering events or experiences that have happened and trying to explain them. Students learn more of what they see and do than what they hear. If in the teaching of entrepreneurship education, real practices are carried out, students will learn better and become successful entrepreneurs as acquire in their secondary school levels. Okoroma (2006) listed more teaching methods of entrepreneurship education as inquiry, expository, observation, discussion, field trip or excursion, problem-solving, lecture, simulation and project method.

Causes of Youth Restiveness

Elegbeleye (2005) defined youth restiveness as "sustained protestation embarked upon to enforce desired outcome from a constituted authority by a body of youths", it is marked by violence, insecurity of lives and properties, disorderliness and disruption of lawful activities. Youth restiveness has increased in the incidence of acts of violence and lawlessness, such as hostage, taking of prominent citizens and expatriate oil workers, oil bunkering, arms insurgency, intra and inter ethnic cultism, etc. The increasing rate of youth restiveness in Nigeria has been on the increase despite the increase in educational opportunities. The secondary school leavers are required to have adequate knowledge and skills in communication, mathematics and science to emerge as academically educated individuals. But knowledge of these three subjects are not enough to have a self-reliant person. (Omunakwe, 2015). Implied that the entrepreneurial skills may be needed for the individual to become self-employed for sustainable development. Youth restiveness could be as a result of intra and inter community strife, protracted property disputes e.g. farm land, dissatisfaction with government policies etc. Similar study carried out by Ajayi (2016)

identified lack of humanitarian and social welfare, bad governance, inadequate training programme, Unemployment, parental upbringing, inadequate communication and information flow, insecurity, drug or alcohol abuse, lack of facilities and infrastructures and lack of quality education as the reasons for incessant youth restiveness.

Factors responsible for youth restiveness according to Elegbeleye (2005) are: Peer motivated excitement of being a student, the jingoistic pursuit of patriotic ideas, perceived victimization arising from economic exploitation, lack of humanitarian and social welfare, parenting style, lack of good governance, corrupt practices of government officials, inadequate training programmes, poverty, lack of basic infrastructure, inadequate educational opportunities and resources, unemployment, inadequate communication and information flow, inadequate recreational facilities and lack of quality education amongst others.

Strategies for curbing youth restiveness

It takes special skills to succeed as an entrepreneur; these skills are entrepreneurship knowledge and attitudes. Various skills needed in entrepreneurship education need to be explored and learnt by prospective entrepreneurs through the availability of necessary infrastructures and instructional materials. Some of the strategies for curbing youth restiveness through entrepreneurship education includes:

- **Information:** This is a critical resource for individual and collective emancipation and advancement. Sokari (2006) agrees that information is necessary for people to be liberated from the shackles of ignorance, misconceptions, economic stagnation, social unrest, and political instability. Social cohesion cannot be achieved without timely, accurate, and relevant information. It is the responsibility of leaders to ensure that youth have access to information that will guide their actions. Access to entrepreneurial information will make youth inaccessible to those who want to recruit them for anti-social actions. Nigerian youth as leaders of the future need access to a wide range of information which will help reposition them to take their rightful place in the comity of nations. Such information, according to Onyekpe (2007) should be geared towards creating the awareness that the future belongs to them and that it must not be destroyed by them sensitizing them to the fact the future and its nature depend on the decisions and choices they make creating in them a sense of history, especially of the noble and heroic contributions of the youth in the past to the development of Nigeria, in comparison with the ignoble role of many youth today sensitizing them to embrace the rule of law and democratic ideals liberating them psychologically and mentally from the control of self-seeking business and political

elites, encouraging them to raise issues relating to unresolved problems of nation building and the problem of neglect of the youth in the development process at every fora, mobilizing them against abuse of the system through sanctions, sensitizing them to seek greater entrepreneurial and educational opportunities as a means of redirecting their energy and ideas from anti-social activities to creative efforts.

- Inculcating into the curriculum of studies viable and functional programmes and activities that will propagate and impart entrepreneurial skills on the students.
- Encourage teachers and students in the above respect, so that they will enhance the attainment of the Millennium Development Goals.
- Create the enabling environment that will make the recipient to be self-reliant and self employed.
- Government programmes that aims at reducing poverty and unemployment rate like:

National Economic and Empowerment Development Strategy (NEEDS)

This strategy was derived from the urgent requirement for value orientation. NEEDS is a long term unemployment and underemployment term especially at post-graduation level. The programme is aimed at: Creating employment opportunities, reducing the rural-urban drift, serving as catalyst for economic growth and offering functional education for the youth to be self-employed and self-reliant.

New Partnership for Africa's Development (NEPAD)

This is an economic development programme of the African Union which was adopted in July, 2001 in Lusaka Zambia. The major objective of economic reforms was to provide a framework for accelerating economic cooperation and integration among African nations. Thus, the programme initiative of NEPAD was to eradicate poverty and promote sustainable economic growth and development through job creation.

Subsidy, Reinvestment and Empowerment Programme (SURE - P)

This programme was conceived by President Goodluck Jonathan in January 2012. The scheme is aimed at investing in the development of entrepreneurship education in Nigeria with the goal of reducing unemployment by empowering young Nigerians with adequate skills to take up existing job vacancies in both the private and public sectors and become entrepreneurs and employers of labour themselves.

METHODS

Correlational design was adopted in carrying out this study. The population consists 3,631 teachers which comprised all the urban and rural public senior

secondary school teachers in Imo State. A sample of three hundred and sixty (360) respondents was selected through stratified random sampling. A self-designed questionnaire titled Entrepreneurship Education and Youth Restiveness Questionnaire (EEAYRQ), which consists two sections was used to elicit information from respondents that is structured on a four point rating scale ranging from Strongly Agree (SA), Agree(A), Disagree(D) and Strongly Disagree (SD) respectively. Face and content validation was carried by psychometricians and a reliability index of 0.94 was obtained and considered adequate for the instrument of the study. Three hundred and sixty (360) questionnaires were administered to the respondents and all were

retrieved. Mean and standard deviation was used to analyze the results and ANOVA to test level of significance difference at 0.05. The decision rule based on the 4-point likert scale is that mean score of 2.50 above will be regarded as Agreement with the statement, while mean score below 2.50 as Disagreement.

RESULTS AND DISCUSSION OF FINDINGS

Null hypothesis one: Instructional materials of entrepreneurship education does not significantly predict youth restiveness in public senior secondary schools in Imo State.

Table-1: Regression summary on the relationship between entrepreneurship education instructional materials and youth restiveness in public senior secondary schools in Imo state

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.661 ^a	.437	.434	3.16037				
Predictors: (Constant), Adequacy of entrepreneurship education instructional materials								
ANOVA ^a								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	67.998	1	67.998	6.808	.010 ^b		
	Residual	2556.905	256	9.988				
	Total	2624.903	257					
a. Dependent Variable: Youth restiveness								
b. Predictors: (Constant), Adequacy of entrepreneurship education instructional materials								
Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	29.451	.618		47.638	.000	28.234	30.669
	Adequacy of entrepreneurship Instructional materials	-0.482	.108	-.661	4.463	.010	.069	4.495
Dependent Variable: Youth restiveness								

Y=Youth restiveness, X=Adequacy of entrepreneurship education instructional materials

The Part A of the table above shows that the coefficient of relationship between adequacy of entrepreneurship education instructional materials in public senior secondary schools and youth restiveness in Imo state is 0.661 while the R-squared value is 0.437 indicating that adequacy of entrepreneurship education instructional materials in secondary schools relates negatively with youth restiveness with (B= -0.661). The table also showed that adequacy of entrepreneurship instructional materials in public senior secondary schools account for only 43.7% (0.437x100) relationship with youth restiveness in Imo state. Meaning that, the remaining 56.3% of youth restiveness

is explained by other variables not included in the model.

In Part B, the F-statistic shows that there is a significant relationship between adequacy of entrepreneurship education instructional materials in secondary schools and youth restiveness in Imo state with (F1, 256=6.808, p<.05). Therefore, the null hypothesis one was rejected at 0.05 alpha level.

The Part C shows the regression line equation, $y=29.451-0.482x$ indicating that the more adequate instructional materials for teaching entrepreneurship education is, the less restive the youths will become.

Also, Part C of the table in the column labelled t under adequacy of entrepreneurship education instructional materials (4.463) confirmed the significance of F-statistics at Sig<0.05.

Null hypothesis two: Curriculum content of entrepreneurship education does not significantly predict youth restiveness in public senior secondary schools in Imo state.

Table-2: Summary of regression on the relationship between curriculum content of entrepreneurship education and youth restiveness in public senior secondary schools in Imo state

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.456 ^a	.208	.206	3.16312				
a. Predictors: (Constant), Adequacy of curriculum content								
ANOVA ^a								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	63.543	1	63.543	6.351	.012 ^b		
	Residual	2561.360	256	10.005				
	Total	2624.903	257					
a. Dependent Variable: Youth restiveness								
Predictors: (Constant), Adequacy of Curriculum content								
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	28.362	1.058		26.817	.000	26.279	30.445
	Adequacy of Curriculum content	-.420	.167	-.456	2.515	.012	.092	.749
a. Dependent Variable: Youth restiveness								

Y=Youth restiveness, X=Adequacy of Curriculum content

The Part A of the table above shows that the coefficient of relationship between adequacy of entrepreneurship education curriculum content in public senior secondary schools and youth restiveness in Imo state is 0.456 while the R-squared value is 0.208 indicating that adequacy of entrepreneurship education curriculum content in public senior secondary schools relates negatively with youth restiveness in Imo state with (B= -0.456). The table also showed that adequacy of entrepreneurship education curriculum content in secondary schools account for only 20.8% (0.208x100) relationship with youth restiveness in Imo state. Meaning that, the remaining 79.2% of youth restiveness in Imo state is explained by other variables not included in the model.

In Part B, the F-statistic shows that there is a significant relationship between adequacy of

entrepreneurship education curriculum content in public senior secondary schools and youth restiveness in Imo state with (F1, 256=6.351, p<.05). Therefore, the null hypothesis two was rejected at 0.05 alpha level.

The Part C shows the regression line equation, $y=29.451-0.420x$ indicating that the adequacy of entrepreneurship education curriculum content for teaching entrepreneurship education has a likelihood of reducing youth restiveness. Also, Part C of the table in the column labelled t under adequacy of entrepreneurship education curriculum content (2.515) confirmed the significance of F-statistics at Sig<0.05.

Null hypothesis three: Effective teaching methodologies of entrepreneurship education does not predict youth restiveness in public senior secondary schools in Imo State.

Table-3: Summary of regression on the relationship between effective teaching methodologies of entrepreneurship education and youth restiveness in public senior secondary schools in Imo State

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate				
1	.594 ^a	.353	.342	3.14126				
a. Predictors: (Constant), Effective teaching methodologies								
ANOVA ^a								
Model		Sum of Squares	Df	Mean Square	F	Sig.		
1	Regression	98.827	1	98.827	10.015	.002 ^b		
	Residual	2526.076	256	9.867				
	Total	2624.903	257					
a. Dependent Variable: Youth restiveness								
b. Predictors: (Constant), Effective teaching methodologies								
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	27.662	1.067		25.930	.000	25.561	29.763
	Effective teaching methodologies	-.531	.168	.594	3.165	.002	.200	.861
a. Dependent Variable: Youth restiveness								

Y=Youth restiveness, X=effective teaching methodologies of entrepreneurship education

The Part A of the table above shows that the coefficient of relationship between effective teaching methodologies of entrepreneurship education in public senior secondary schools and youth restiveness in Imo state is 0.594 while the R-squared value is 0.353 indicating that effective teaching methodologies of entrepreneurship education in secondary schools relates negatively with youth restiveness in Imo state with (B=-0.353). The table also shows that effective teaching methodologies of entrepreneurship education in secondary schools account for only 35.3% (0.353x100) relationship with youth restiveness in Imo state. Meaning that, the remaining 64.7% of youth restiveness is explained by other variables not included in the model.

In Part B, the F-statistic shows that there is a significant relationship between effective teaching methodologies of entrepreneurship education in secondary schools and youth restiveness in Imo State with (F1, 256=10.015, p<.05). Therefore, the null hypothesis three was rejected at 0.05 alpha level.

The Part C shows the regression line equation, $y=27.662-0.531x$ indicating that the more effective the teaching methodologies of entrepreneurship education is, the more it will reduce restiveness among the youths. Also, Part C of the table in the column labelled t under effective teaching methodologies of entrepreneurship education with (3.165) confirmed the significance of F-statistics at Sig<0.05.

DISCUSSION OF FINDINGS

The study examined entrepreneurship education as predictor of youth restiveness in Imo State. For the adequacy of instructional materials in teaching entrepreneurship education, the study found out that instructional materials are adequately available for teaching entrepreneurship skills because the school management provides modern and innovative instructional materials in line with the global practices on entrepreneurship education. What this implies is that development of infrastructures and physical facilities, textbooks, staffing, consumables and expendables for practical lessons are adequately available for the teaching of entrepreneurship education.

The adequacy of curriculum content for teaching entrepreneurship education showed that curriculum content of entrepreneurship education reflects the course of National Policy of Education in Nigeria and that entrepreneurship education is practical oriented. The curriculum of entrepreneurship education in the country is adequate in terms of contents and covers the skills element needed but it is lacking in terms of implementation towards achieving the desired national goals.

The methodologies employed in teaching entrepreneurship education showed that qualified and experience teachers handle entrepreneurship education in secondary schools and that the students are motivated to work as a team. The teachers possess adequate skills as effective teaching strategies like inquiry method,

expository, observation, discussion, field trip method, problem- solving, simulation and project methods have helped in inculcating entrepreneurial skills successfully.

Moreso, the findings showed that friendship between antisocial young people may provide deviancy training for delinquent behavior thus, civil, moral instruction and peace education should be compulsorily taught in all schools, peer group serves to provide support for individuals and validations of self-worth of its members and the most controversial changes during adolescence are linked to peer relationship. Restive youths emulate themselves and operate on the band wagon effect as bad governance and corruption breeds unemployment. Mass media exert a lot of influence on the decisions of youth, poverty incidence, hunger and lack of educational development has been on a visible increase and stand as a major challenge to the development of youths.

CONCLUSION

The study shows that entrepreneurship education is no longer a new concept in public senior secondary schools as well as our national policy of education where the curriculum is drawn from. Also, the facilities and instructional materials required to aid teachers and other educational personnel to impact the necessary entrepreneurial skills to the students are made available to remedy the situation considering the rate at which unemployment and poverty level is rising on a daily basis in our economy. However, government and the educational administrators should make use of experienced entrepreneurs from different works of life to concretise the learning and development of students' creative skills and ideas.

RECOMMENDATION

Based on the findings of the study, the following recommendations were made,

1. The government via the ministry of education should emphasize on the practical aspect of entrepreneurship education in the curriculum.
2. The government as well as NGOs should support schools in the provision of more facilities and instructional materials needed to ensure that adequate practical works that will equip and empower the students should be carried out.
3. Manpower should be provided in order for the objectives of entrepreneurship education to be achieved as stipulated in the curriculum.

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