

Entrepreneurship Education in Public Secondary Schools in Kaduna State in a Period of Socio-Political and Economic Uncertainties

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Abstract

This study is on entrepreneurship education in public secondary schools in Kaduna State in a period of socio-political and economic uncertainties. The main objective is to evaluate the availability of physical facilities for entrepreneurship education in public secondary schools in Kaduna State. Two research questions and one null hypothesis were formulated based on the objectives of the study. Survey research design was used and the population of study includes 3000 students and 5500 teachers. Simple random sampling was used for the study and research advisor (2006) and the total sample size used was 310 including teachers and students. 310 structured q questionnaires were used using Likert rating scale. Content validity was used to determine the validity of the instrument. The reliability of the instrument was determined using Cronbach alpha and the reliability coefficient is 0.60. Pearson moment correlation was used for testing the hypothesis at 0.05 significant level. The findings revealed that there are availability of physical facilities for entrepreneurship education in public secondary schools in Kaduna State ,and there is no relationship between physical facilities and entrepreneurship education .The recommendations of the study among others include parents should encourage students entrepreneurship education and adequate facilities and maintenance should be taken serious by the Kaduna State Government.

Keywords: Entrepreneurship, Education, Socio-Political, Economic and Uncertainties

Introduction

In an attempt to help the students in this critical period of socio-political and economic uncertainties, there is need for entrepreneurship education where students can be taught and adequately learn entrepreneurial skills that would make them self reliant without waiting for white collar jobs. The Nigeria economy was agrarian prior to the discovery of crude oil in commercial quantity at Oloiburi in 1956. During this period, the main source of Nigeria's foreign exchange earnings was through exportation which has negatively impact on the economy that many Nigerians lives on poverty and students come out of school and there are no jobs while others drop out of school. Today's knowledge-based economy requires educational institutions to be adequately armed with entrepreneurial intentions among students in secondary schools which will be a necessity to provide them with practical knowledge and skills required to manage the opportunities. It is worthy to note that entrepreneurship education is vital to the growth of the nation's economy.

Over the years, entrepreneurship as a concept has evolved several meanings, for example, Ogunaka (2014) says it is a process of thinking ideas, pioneering change, discovering new skills, combining limited resources, taking measured risks and utilizing opportunities. Thus, a famous educationist and philosopher John Locke (1632-1704) stressed that every human has a fortune in his own personality. Ogunaka (2014) stressed that entrepreneurship education is the process of developing entrepreneurial spirit through the development and application of relevant and entrepreneur based educational curriculum. Entrepreneurial is a much broader concept such that entrepreneurship can be seen as a practice or trade. Entrepreneurship generates at all levels of society interest and strengths and creates business. Similarly, Mkpa 2014 define Entrepreneurship as a field of study that deals with the organization of knowledge in a particular subject in such a way that it commands the hidden potentials in the subject in the area of employment. Dino (2020) opines that it is crucial and highly valuable preparation for constant changes in the labour market, he noted that entrepreneurship education helps young people develop entrepreneurial skills, abilities that can make them embrace entrepreneurship as a career.

In another vein, Oviawe (2010) sees entrepreneurship as the application of creativity in creating something new with value by committing the required human and non-human resources assuming the associated risks and receiving the rewards of money and personal satisfaction and independence in a socio-cultural and legal compliant manner. It is very important for schools to focus on entrepreneurship education since entrepreneurial skills and attitude provide benefits to the society even beyond their application to business activity. Akpomi (2009) sees entrepreneurship education that would initiate specialized learning activities that will help students with the right experience and insight to discover and create entrepreneurial opportunities, provide jobs, create wealth as well as take advantage of existing opportunities.

The objectives of entrepreneurship education focus on lifelong sustainable development for the survival of both the individuals and society. Entrepreneurship education is a tool through which social, economic and political development could be acquired if properly planned, funded and parents play their own role in encouraging their children or wards. The objectives of entrepreneurship education according to Oduwaiye (2009) is to:

1. provide meaningful education for youths to make them self-reliant and encourage them to derive profit and self-independent.
2. provide students with the training and support necessary to help them establish a career in small and medium size businesses; to provide students with training skills that will make them meet the manpower needs of the society.
3. provide students with enough training in risk management to make uncertainty bearing possible and easy
4. stimulate industrial and economic growth of rural and less developed areas
5. provide students with enough training that will make them creative and innovative in identifying new business opportunities.
6. provide small and medium sized companies with the opportunities to recruit qualified students who will receive training and tutoring in the skills relevant to the management of the business.

From these objectives, it is paramount that if entrepreneurship education is properly handled and given more attention, it will produce quality students that will foster job creation to reduce poverty in Nigeria. This could be realized when students are self-reliant by establishing their own small and medium enterprises. From the foregoing one can say that entrepreneurship education could serve as a means of promoting lifelong opportunities for sustainable development. The researchers are of the view that entrepreneurship has the potential of equipping learners with entrepreneurial skills necessary for self-reliance and poverty alleviation.

Parental influence on students in entrepreneurship education has over the years played a significant role to student's commitment to entrepreneurship education especially parents who are entrepreneurs. Sadiq (2014) stressed further that career choice is aligned with one's personality, interest and values, this shows that every student choice of career is determined through interest. Entrepreneurship has been associated with economic development that facilitates improvement of the country, while Arokiasamy (2012) outlines the role of entrepreneurship as follows:

Creation of employment.

Encourage better standard of living.

Initiate chain of support and wealth sharing.

Enable balanced regional development.

Expanding exports.

Entrepreneurship is a process that involve vision, change and creation, it requires an application of energy and passion towards the creation and implementation of new

ideas and creative solutions (Agu 2006) Many researchers have argued that the qualities entrepreneurs bring to a new venture largely depend on provision of equipment and other resources, the training of entrepreneurs is perceived as a cost in terms of time but it would eventually be appreciated (Jones, 2010). Akeredolu (2006) examined that there are two broad categories of factors that affect the entrepreneurs and these factors are environmental and personal level which include the amount of time an entrepreneur parents dedicate to their children to help them develop the skills they have learned.

In view of the socio-political and economic uncertainties many principals and stakeholders in secondary education are now clamoring for entrepreneurship education to develop students awareness of the relevance of entrepreneurship training.

Statement of the Research Problem

The rate of poverty and unemployment has increased tremendously that students graduate from school roaming about the streets looking for white collar jobs. Sadly some have taken to various crimes such as drug abuse, child trafficking, armed robbery, ritualism and kidnapping in order to earn a living. To alleviate poverty and unemployment, the need for entrepreneurship education in secondary schools becomes necessary. Inadequate physical facilities have become major problem that hinder entrepreneurship education in public secondary schools in Kaduna State. This is so because most of the facilities which are supposed to promote and enhance teaching, learning and extra-curricular activities have become obsolete. It is in the light of this that this study is conducted.

Objectives of the Study

The objectives of the study are to:

1. evaluate the availability of physical facilities for entrepreneurship education in public secondary schools in Kaduna State.
2. examine the relationship between physical facilities and entrepreneurship education in public secondary schools in Kaduna State.

Research Questions

1. What is perceived availability of physical facilities for entrepreneurship education in public secondary schools in Kaduna State?
2. What is the relationship between physical facilities and entrepreneurship in public secondary schools in Kaduna State?

Hypothesis

Ho: *There is no significant relationship between physical facilities and entrepreneurship in the opinion of respondents on availability of physical facilities and entrepreneurship education in public secondary schools in Kaduna State.*

Methodology

This study is a survey research design that uses questionnaire for data gathering from respondents. It is also used because it will yield reliable data on which generalization can be made to the entire population. The population of the study includes 5500 teachers and 3000 students in public secondary schools in Kaduna State.

Table1: Sample Size

S/N	Senatorial Zones	Studied LGAs	Population of Secondary Schools in 3 LGAs	Population of Teachers In Kaduna State	Population of Students	Population of Teachers in Kaduna State
1	Kaduna North	Zaria	20	2000	1600	2000
2	Kaduna South	Jaba	15	1500	1000	1500
3	Kaduna Central	Birin-Gwari	10	2000	1400	2000
	Total		45	5500	3000	5500

Simple sampling technique was used to select 45 schools out 450 public schools in Kaduna State. The name of the schools were written on a paper and folded inside a bowl and the teachers and students were asked to pick. This is in line with Afolabi (2009) who said simple random sampling is a common method used to collect data on the field. While Research Advisor (2006) was used to determine the sample size of the teachers and students and the total sample size is 310 which include 200 for teachers and 110 students.

Structured questionnaire with five likert scale point was used for the questionnaire. The instrument was validated by expert in educational management. The reliability of the instrument was determined using Cronbach Alpha reliability co-efficient and the results shows 0.60.

Results

Table 2: Respondents opinions on perceived availability of physical facilities on entrepreneurship education

S/N	Items	Agreed Total	(%)	Disagreed Total (%)	(%)
1	Availability of physical facilities play vital role on entrepreneurship education.	254	46.1	56	53.9
2	Entrepreneurship enhances Entrepreneurship Education	267	62.9	43	37.1
3	Physical facilities contribute to the realization of Entrepreneurship Education	189	50.3	121	49.7
4	Adequate resource persons enhance Entrepreneurship Education	229	73.9	81	26.1
5	Inadequate physical Facilities can lead to Failure in Entrepreneurship Education	205	66.1	105	33.9
	Average%		59.9		40.1

Table 2 shows that 59.9% of the respondents indicate that there are availability of physical facilities that enhance the teaching of entrepreneurship education in public secondary schools in Kaduna State.

Table 3: Respondents opinion on relationship between physical facilities and entrepreneurship education

Variables	N	Mean	SD	Df	Calculated r-value	Critical r-value	Decision
Physical Facilities	310	10.99	2.29	308	0.301	0.195	Ho1 rejected
Entrepreneurship Education	310	25.78	9.45				

In table 3 the calculated r- value is 0.301 which is greater than the critical r-value of 0.195 at 0.05 level of significance which shows the null hypothesis is rejected. This implies that there was significance relationship between physical facilities and teaching of entrepreneurship education in public secondary schools in Kaduna State in this era of socio-political and economic uncertainties in Nigeria.

Discussion of Findings

The findings shows that 59.9% on the average percentage of respondents agreed that availability of physical facilities enhance the teaching of entrepreneurship education. This is in line with Oviawe (2010) that sees entrepreneurship as the application of creativity in creating something new with value by committing the required human and non-human resources assuming the associated risks and receiving the rewards of money and personal satisfaction and independence in a socio-cultural and legal

complaint manner. It is very important for schools to focus on entrepreneurship education since entrepreneurial skills and attitude provide benefits to the society even beyond their application to business activity. There is a relationship between physical facilities and entrepreneurship education as this is found to play a significant role in motivating students interest. This is in line with Aliu (2008) who opined that availability of equipment to train students entrepreneurship education is very important especially where the schools have adequate resources to provide all the facilities. This is in line with David (2013) who opined that the quality of entrepreneurship brought to new ventures largely depends on resources such as capital and equipment. Likewise Akomolafe and Adesua (2016) in their findings suggest that the availability of physical facilities and effective utilization can motivate students to learn and acquire entrepreneurship skills but inadequate provision of the physical facilities can hampered on the teaching of entrepreneurship education. The availability of physical facilities has a great impact on entrepreneurship education, well equipped school facilities enhances and facilitate entrepreneurship. This is in line with Offem (2021) who opines that functional education cannot be achieved without availability, adequacy and utilization of facilities.

Conclusion

In view of the findings of this study, it is concluded that the study has established that physical facilities is paramount to the teaching of entrepreneurship education in public secondary schools in Kaduna State. This show that physical facilities will help to motivate students to acquire one entrepreneurial skills.

Recommendations

The following recommendations were made:

1. Government should set up entrepreneurship center in schools and also make equipment and constant maintenance to motivate students to develop interest on acquiring entrepreneurial skills.
2. Entrepreneurship education should be made compulsory in all senior secondary schools in Kaduna State.

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