



MANAGING THE DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN ENUGU STATE SECONDARY SCHOOLS: STRATEGIES AND CHALLENGES

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Abstract

The purpose of this study is to investigate the strategies employed in the development of entrepreneurship education in the secondary schools and challenges. Two research questions and the same number of hypotheses were tested at 0.05 level of significance. Descriptive survey design was employed and investigates on the strategies and challenges envisaged in the management of entrepreneurship education in Enugu State Secondary Schools, in Nigeria. Data was collected through 22 – item questionnaires, titled Strategies and Challenges in the Management of Entrepreneurship Education Development (SCMEED). The instrument was administered to 300 principals both male and female in Enugu State. Findings of the study revealed the following strategies employed by the principals in managing the development of entrepreneurship education, some of them are building trust, role modelling, incorporating into the curriculum work based activities, risk taking etc. Challenges like lack of standard textbooks, specialized teachers, lack of fund and infrastructural materials hinder the effective management of the development of entrepreneurship education. Based on the above, it was recommended that school principal should devise strategies for the management of entrepreneurship education, while the government should provide fund, infrastructural facilities and teaching materials, for the programme.

Key Words: *Management, Development, Entrepreneurship Education.*

Introduction

Education is seen as the process of transmission of knowledge to the recipient which makes him to be developed and make positive contributions in the society. According to Ogbonnaya in Owuka (ed) (2000) is the process through which the physical, intellectual, social, emotional and moral abilities of the individual are developed to enable him contribute positively to the development of his society. It shows that education is supposed to develop in the recipients, the skills and abilities that will enable them to make a successful living within a particular society. The advent of British in Nigeria during the colonial missionaries, trader and administrators, curricular designers were used and fine tuned towards achieving the vested interest of colonial masters. School leavers were provided with white collar job: they shun jobs that will make their hands dirt. After independence in 1960, it became clear that colonial system of education was no longer suitable for the people of Nigeria as it has failed to produce the type of manpower necessary for development of the society. The expected suitable youth empowerment was not achieved through the colonial curricular of education.

Nigerian's formal education system follows a 6-3-3-4 structure, introduced in 1982, following the adoption of the National Policy on Education (1977). This system at all levels have witnessed dramatic changes in terms of purpose, organization, structure and changes in nomenclature of certificates awarded. Teboho (2000) stated that the education system of Nigeria and some other developing countries are still far from being ready for the challenges of preparing students for the contemporary global world.

It is no longer news that the nation's youth unemployment rate has been shooting up the key. Nigerian government kept asking the youths to become entrepreneur "and reject" social vices. The questions are, did they provide the youths with skills and financial resources for self employment? The country is lagging behind in preparing its labour force for the 21st century economy; knowing fully well that the worth of every worker depends on the skills and knowledge and not on the stack of academic certificate that does not have any skill or practical competence that will meet the global quality expectation. The above deplorable situation makes it necessary to develop entrepreneurship education right from primary to secondary schools. This is because it affords the students who are at teenage age the opportunity to provide them with knowledge, skills and motivation to encourage entrepreneurship success in a variety of ways. Although, in this regard, Nigerian government through the Federal Ministry of Education has developed variations of entrepreneurship education to be offered at all levels of schooling in Nigeria, from primary to secondary schools. The issue at stack is to fashion out strategies that will be used in managing this types of educational development.

Before going further, the researcher will stop to ask what this Entrepreneurship Education is. Ogundele (2007) viewed entrepreneurship as a multidimensional phenomenon. It was found that the processes of emergence, behaviour and



Performance of indigenous entrepreneurs were separately and in combinations affected not by a single but multiple factors, in various degrees. These factors included economic, socio-cultural ecological, managerial, educational development, experiential, technological, structural, ethical and innovative issues. Gana (2001) on the other defines entrepreneurship as the willingness and ability of an individual to seek out investment opportunity in an environment and be able to establish and run an enterprise successfully based on identified opportunity. Gana's definition was based on the managerial perspective. The definition of entrepreneurship affects all facets of life, such as psychological, sociological, economical and so on. While entrepreneurship education in the words of Gouw (2002) is the purposeful intervention by an adult (the teacher) in the life of a learner to survive in the world of business. This means giving the learner the knowledge and skill that will help him survive in the society. In support of the above, Owuala (1999) as cited in Nnazor (2005) entrepreneurship education is a programme or part of the programme that prepares individual to undertake the formation and acquisition of small-business". To this regard this type of education is essential for secondary school students. The education is incorporated into the students' syllabus; steps involved in starting a new business based on a recognised business opportunity as well as operating and maintaining that business.

Management of entrepreneurship education goes with the opinion of Adejimiola, Olufunmilaya (2009) and Ojeifo (2013) that education should be designed with a view to create and enhance the supply of entrepreneurial initiative and activities. The administrator should inculcate the spirit of entrepreneurship in the students through education, more serious adjustment of policies and new curriculum to suit the demands of the present time should be fashioned. In the same vein Anho (2013) stated that basic, functional and entrepreneurial education is capable of building good human and personal relations, thereby addressing personal and social challenges. The idea of personal basic and social challenges, can be administered with functional and entrepreneurship education. Managers and administrators with such education will allow their personality to radiate joy and goodness in their endeavour.

With the above benefits of entrepreneurship education, school administrators should devise strategies of managing the development of entrepreneurship education in secondary schools. Going in line with Nwangu (2006), Anyogu (2009); Akpani (2009) and Baba (2013).

There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. This implies enriching the curriculum to incorporate more vocational and technical training. The development of apprenticeship scheme would give graduates some work skills and experience.

A situation in which administrator neglect application of entrepreneurship management for effective secondary school administration, this will create the problem of turning out secondary school graduates who cannot measure up favourably in the global competition. These students according to Obuna (2016) will lack current entrepreneurial skills to move the state forward to match the global organizational competitions needed in the contemporary society.

In this paper entrepreneurship is seen as a management style. It is expected that school administrators as entrepreneur should make use of the limited resources available to them to create benefits in the form of shaping well rounded school leavers. Entrepreneurship management is perceived as the ability to discover and mobilize available human and material resources at his disposal to direct the school to achieve a high standard and produce quality students who will be functional members of the society.

The management of secondary school is the sole duty of the principals. The principal is the pivot upon which all the major activities in the school revolves. According to Akpotowoh and Amahi (2006), a successful principal should be honest, objective, have self-control and hard working. A principal must live by example. He must exhibit the above mentioned trait. The tone in terms of administration must be set by the principal. Marion (2004) and Nwafor (2007) retaliated that the effectiveness of the principals' administration is often determined by the extent to which teachers and students do their work well. Akinola (2005) stated that for a principal to aspire for effectiveness, he must use indices of entrepreneurship management while carrying out his administrative chores. This include building trust visionary leadership, communication, seeking self-improvement, making good decision, being role model, being risk taker and being initiative. Building trust on self and on followers is the behaviour that the entrepreneur engages in, to create task excitement and confidence on subordinates, in accomplishing a task. According to Enemuo (2011) a great entrepreneur is one who guides a team and not one who rules the team. The entrepreneur provides a trusting and open environment to the team members where they can learn and grow. Administration consists of activities that are done in order to plan, organize, co-ordinate, supervise and run a business, school or other institution. Educational administration consists of the activities of educational organization as



geared towards the attainment of the goals of teaching. Entrepreneurship management has done the magic of transforming global economy; the school management will not be left out in this race.

Owualah and Obokoh (2008) posit that there should be long term strategy that will focus on developing a set of programmes at different stages of the enterprise education drive.

In order to achieve viable entrepreneurship education that will enhance economic and national development in Nigeria, some strategies according to Anyogu (2009) will help to enhance and effective entrepreneurship education in Nigeria. Such as providing some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies.

To this regard, President Obasanjo, mandated that all students in Nigeria, regardless to their major and levels needed to study entrepreneurship. Despite the profound benefits of entrepreneurship education, it is still not fully blown in Nigeria. Enugu like any other state is with wide rang of problems. In the words of Baba (2013), there are harsh realities which include poverty, unemployment, conflict and diseases. National Population of Commission (2007) asserted that the economy of Nigeria is a youth economy. They do not have any means of sustenance of livelihood. They indulge in making money through dubious means like armed robbery, kidnapping and yahoo yahoo. The country wants to progress through entrepreneurship education. One of the challenges affecting entrepreneurship education is poor curriculum implementation across secondary schools. This according to Garba (2004) has made the goals of the entrepreneurship intervention in Nigeria to be very illusive. Also Okebukola (2004) Onyeachu (2000) stated that the objective of specialized education in Nigeria are not translated into practical realities during the process of policy implementation. Another problem is that in the words of Gabadeen and Raimi (2012) is that entrepreneurship education is better impacted through industrial tours professional talks from successful business owners and real execution of business projects while in schools. Recently the focus is more on theoretical instructions and mentoring. To buttress the above point is the absence of standard textbooks and other learning materials on entrepreneurship education. (Ifedili and Oloegbu, 2011) some of the textbooks are deficient. Another challenges are lack of fund to develop entrepreneurship education, this situation has adversely affected the implementation of entrepreneurship education curriculum.

Purpose of the Study

The purpose of the study generally is to identify the strategies and challenges facing the principal in managing the of entrepreneur education development in Enugu State secondary school.

1. Specifically to identify the strategies for effective management of the development of entrepreneurship education?
2. To examine the challenges in managing the development of entrepreneurship education.

The following research questions will be answered in the study:

1. What are the strategies the principals employed in the management of entrepreneurship education development in Enugu State secondary schools?
2. What are the challenges facing the principals in the management of entrepreneurship education development in Enugu State Secondary Schools?

The research hypotheses are as follows:

1. There is no significant difference in the mean rating scores of male and female principals in Enugu Secondary schools on the strategies for the management of entrepreneurship education development.
2. There is no significant difference in the mean rating scores of male and female principals in Enugu Secondary schools on the challenges faced by principals in the management of entrepreneurship educational development.

Research Method

Descriptive survey design was adopted for the study: The study was carried out in Enugu State public secondary schools. Enugu State is made up of six education zones. The population of the study consists of all the principals (both male – 225 and female – 89) in the public secondary schools of Enugu State, Nigeria. The researcher used the whole population of 225 male and 89 female principals without sampling, since the population was manageable. Therefore, the sample size for the study was 314 principals.

The instrument for the data collection was a 22 – item researcher made questionnaire titled – Strategies and Challenges in Management of Entrepreneurship Educational Development (SCMEED). Two experts in Educational Management Department and one from the Science and Computer Department – (measurement and evaluation programme), validated the instrument. All corrections given were effected in the final copy. To determine the reliability co-efficient of the instrument



0.89 and 0.85 for cluster A and B respectively and 0.87 overall reliability index were obtained using Cronbach Alpha method. This was administered to the respondents with the helps of five trained research assistants.

Out of 314 copies of the questionnaires distributed 300 copies were retrieved (212 male principals and 88 female) thereby return rate of 95.5 percent. Means (\bar{X}) and standard deviation (SD) were used to collate the scores that answer the research questions while t-test was used to test the null hypothesis. For decision making, 2.50 was used as a benchmark, any item with a score of 2.50 and above was regarded as agreed while those scores less than 2.50 was disagreed. For hypothesis, if t-calculated is greater or equal to t-critical, the null hypothesis is rejected while if less the null hypothesis is not rejected, but accepted:

Table 1

Mean (\bar{X}) and standard deviation (SD) of the respondents on the strategies employed by the principals in the management of entrepreneurship education development.

S/N	Items	Female principal No. 88			Male principal No. 212		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	The following strategies will be adopted by secondary school principals						
1	Building trust – this will enable the followers to build positive relationship.	2.82	1.07	Agree	2.82	0.93	Agree
2	Visionary leadership - This because entrepreneurship articulate a compelling vision of the future that will excite and convert potential followers.						
3	Communication – the entrepreneurial manager communicates thoughts, ideas, aspirations, information, policies works to the subordinate for the smooth running of the organization.	2.66	0.95	Agree	2.75	1.15	Agree
4	Role modelling – Managers must have the characteristics which they want to incorporate into their team. Such as self confidence, discipline.	2.67	1.00	Agree	3.00	1.09	Agree
5	Making decision – The key to entrepreneurship learning is the structures that allows for staff interaction and participating decision making. This is the entrepreneurship leadership practices.	2.41	0.97	Disagree	2.25	1.03	Disagree
6	Risk-taking and innovation – An effective administrator will imbibe in the entrepreneurial learner, risk taking and innovative behaviour.	2.69	0.90	Agree	2.71	0.86	agree
7	There should be some form of genuine school work based learning incorporated in the curriculum of the school.	2.65	0.97	Agree	2.79	1.05	Agree
8	The development of apprenticeship scheme in order to give the students some work skill experience	2.88	0.97	Agree	2.65	1.19	Agree
9	Creating school based enterprise where students identify potential business using the school as mini-incubator.	2.88	0.09	Agree	3.02	0.91	Agree



10	Develop entrepreneurship internship programmes matching student with locally successful entrepreneurs with clearly established education programmes	2.72	0.91	Agree	2.08	1.02	Disagree
11	Creating an economic friendly political environment in the school.	2.34	1.17	Disagree	2.86	1.18	Agree
	Grade Mean	2.70	1.13	Agree	2.75	1.05	agree

Result on table 1 above revealed that 9 items out of 11 items are strategies employed for management of entrepreneurship education development for female and male principals. The grand mean of 2.70 and 2.75 for the two categories of respondents were above the benchmark of 2.50.

Only items 5 and 11 for female principals and items 5 and 10 for male principals were below 2.50. This has shown that almost all the items for both female and male principals agreed on the strategies employed by the principals in the management of entrepreneurship education.

Table 2

Mean (\bar{X}) and standard deviation (SD) of the respondents on the challenges facing secondary school principals on entrepreneurship education development.

S/N	Items	Male Principal No. 212			Female Principal No. 88		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
	Challenges facing principal in entrepreneurship education development.						
12	Nigeria population are under the age of 30. They make ends meet through dubious and fast lane means	2.88	1.19	Agree	2.64	1.04	Agree
13	Despite the profound benefits of entrepreneurship education is still not fully blown in Nigeri.	3.08	0.78	Agree	2.70	1.00	Agree
14	Poor curriculum implementation across secondary schools.	2.94	1.18	Agree	2.74	1.18	Agree
15	The objectives of specialized education are not often translated into practical realities during the process of policy implementation	2.91	1.61	Agree	2.60	1.12	Agree
16	Entrepreneurship education should have been imparted through industrial tours, professional talks, from successful business owners and real execution business projects while in school but presently, the focus is more on theoretical instruction and mentoring.	2.73	1.03	Agree	2.58	1.04	Agree
17	Lack of infrastructural facilities like access road, water supply, electricity.	2.82	1.02	Agree	2.66	1.34	Agree
18	Lac of teaching materials. The suitable teaching materials for the teaching of entrepreneurship in secondary schools is lacking, example standard textbooks.	2.84	.095	Agree	2.87	0.95	Agree
19	Lack of funds for teaching in practical terms, entrepreneurship education.	2.88	0.93	Agree	3.05	10.09	Agree
20	Absence of specialized teachers in field, of	3.02	0.86	Agree	2.70	10.09	Agree



	entrepreneurship education.						
21	Economic pressure from presents. Parents prefer their children making money in the short term over long term benefits of education.	2.85	0.87	Agree	2.69	0.93	Agree
22	Orientation of students – The dominant culture at the moment is a wage-earner culture. They need promotional content to stimulate and sustain the students interest.	3.48	0.58	Agree	3.00	0.84	Agree

Result on table 2 shows grand mean of 2.95 and 3.00 for female and male principals respectively. The two grand means were above the 2.50 benchmark. The result revealed that the subjects agreed that all the items are challenges facing principals in the management of entrepreneurship education in the public secondary schools in Enugu State.

Table 3

T-test statistical analysis on the response of female and male principals on the strategies employed by the principals in the management of development entrepreneurship education.

Variables	Total	Mean	SD	d.f		t.table	t.cal.	Dec.
Female	88	2.70	1.13	298	0.05	+1.96	-0.36	H ₀₁ Upheld
Male	212	2.75	1.05					

P > 0.05 – NS – Not significant

The P value is 0.05 level of significant

$$t\text{-cal} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2 + S_2^2}{n}}}$$

t-cal = -0.36

Table 3:

Revealed that calculated t-test value of -0.36 is less than the critical t-test value of ±1.96 at 0.05 level of significance and 298 degree of freedom. This has shown that the null hypothesis is upheld. From the above result there is no significant difference in the response of female and male principals on the strategies employed by principals in the management of entrepreneurship education development in Enugu State.

Table 4:

T-test statistics on the challenges facing principals in the management of entrepreneurship education development.

Variables	Total	Mean	SD	d.f		t.table	t.cal.	Dec.
Female	88	2.95	0.95	298	0.05	+1.96	-0.41	H ₀₁ Upheld
Male Principals	212	3.00	0.94					

P > 0.05 – NS – Not significant

The P value is 0.05 level of significant

$$t\text{-cal} = \frac{x_1 - x_2}{\sqrt{\frac{S_1^2 + S_2^2}{n}}}$$

t-cal = -0.41

Table 4 above revealed that calculated t-test value of – 0.41 is less than the t-critical value of 1.96 at 0.05 levels of significance and 298 degree of freedom. Therefore, the null hypothesis is not rejected. This shows that there is no significant different in the mean score of principals on the challenges facing principals in the management of entrepreneurship education development in Enugu State.



Discussion of Findings

The result in table 1 revealed some of the strategies employed by the principals in the management of entrepreneurship education development in secondary schools in Enugu State. These strategies include: building trust, visionary leadership, communication, role modelling, making decisions, risk taking and innovation, development of apprenticeship and internship programmes including entrepreneurship in the school curriculum and creating an economic friendly environment in the school. The finding of the study agree with the opinion of Ojeifo (2013) that in the management of entrepreneurship education, that the type of education provided should be designed with a view to create entrepreneurship activities and initiative. At the same time Baba (2013) stated that one of the strategies for the development of entrepreneurship education is to incorporate more vocational and technical training in the secondary school curriculum.

In table 2 both female and male principals agreed that almost all the items are militating factors, in view of their grand means. The following constraints stir on the face of the principals while managing the development of entrepreneurship education. Namely: lack of fund, instructional, materials, absence of qualified teacher, economic depressive and student views or orientation. The findings are in line with the view of Okebukola (2004) and Onyeachu (2000) were they stated that the objective of specialized education in Nigeria are not translated into practical realities during the policy implementation. Also Ifedili and Ofoegbu (2011) asserted that one of the challenges of development of entrepreneurship education is absence of standard textbooks and other learning materials.

The t-test analysis in table 3 revealed that there is no significant difference between mean rating scores of female and male principals on the strategies for the management of the development of entrepreneurship education in secondary school in Enugu State.

Also table 4 showed that the difference between the mean scores of female and male principals on the challenges facing principals in the management of the development of entrepreneurship education is not statistically significant.

Conclusion and Recommendation

The study identified some of the strategies employed by the principals in the management of the development of entrepreneurship education. Also the study x-rayed some challenges facing the principals in the development of entrepreneurship education. The findings of the study have a lot of implication to secondary education in Enugu State, as regards to development of entrepreneurship education which will help to alleviate the problem of depressed economy and enhance natural development in Nigeria.

Based on the findings of the study, the same recommendations were made: school principals especially in the public secondary school should devise strategies to be used in the management of entrepreneurship education:

- (i) Strategies like insisting that entrepreneurship education should be taught in his school.
- (ii) They should make decisions that more vocational and technical training should adopted in their schools.
- (iii) They should create in their schools apprenticeship and internship programme.
- (iv) They should be ready to accept innovations and design entrepreneurship activities based learning.
- (v) They should create awareness and communicate to students and parents on the benefits of entrepreneurship education.
- (vi) All the constraint hindering the effective development of entrepreneurship education should be combated such as the government should.
- (vii) Provide fund for the development of entrepreneurship education in the secondary schools. (viii) Infrastructural facilities should be provided for entrepreneurship education.
- (xi) Qualified teachers in that area should be employed standard. Books and other learning materials should be made available.

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