



THE PERCEPTION OF TEACHERS ON THE IMPACT OF ENTREPRENEURSHIP EDUCATION IN SECONDARY SCHOOLS

ADEDIRAN, A. A.; AKINSANYA, T. A. & ADELEGUN, K.G.
School of Arts and Social Sciences,
Federal College of Education,
Abeokuta, Ogun State, Nigeria

ABSTRACT

The study examined the perception of teachers on the entrepreneurship education in secondary schools. The design of this study was descriptive of survey type. Data were collected from twelve secondary schools (12) and were randomly selected from Odeda Local Government Area of Ogun State, Nigeria. A total of one hundred and twenty (120) secondary schools female and male teachers of different age grade, qualifications and experience were used as sample. Research instrument for data collection was close ended likert-type questionnaire which expresses degree of agreement or disagreement with the supplied statement. Data were analyzed using table and percentage. The results showed that entrepreneurship education can help to make teachers to mobilize people for progressive economy activities. The respondents also observed that entrepreneurship education will increase problem-solving skill and decision-making abilities, and also promote interpersonal relationships and reduce societal problems. The study recommends that entrepreneurship education should be a formal part of Nigeria curriculum in all schools

Keywords: entrepreneurship education, good governance, interpersonal relationship,

INTRODUCTION

“Without vision, nations perish” so says an ancient proverb. Paraphrasing this to suit the realities of our times, it would be no exaggeration to say, “Without entrepreneurship, an economy perishes”. Indeed, entrepreneurship and the resultant creation of new ventures are the source of vitality growth of an economy. The global economic recession, mismanagement of local economy and collapse of basic infrastructure has heightened the rate of unemployment in the country today whereas, some decades ago (1960s – 1970s) unemployment was not a national problem in Nigeria as it is at present. The industrial and public service sectors were also able to absorb the labour force effectively (Obasan 2005). However, with the discovery of oil in the mid 70s, attention was shifted from agriculture as a major source of employment. Unemployment become a principal topic of discussion at public debates in the 80s and 90s. This was as a result of increased number of tertiary institutions in the country without the corresponding labour absorption capacity in the industry (Khank 2003).

In order to arrest its ugly trend, the government established the national directorate employment (NDE) in 1980 to reduce the unemployment through the promotion of self-employment that is entrepreneurship. Since 1980s, unemployment has been rising phenomenally to the extent that government itself may not actually known the correct figure of unemployed graduates. This was due to the following factors: inadequate planning or no planning at all, mono economy (i.e. heavy dependence on oil with attendant price fluctuations in the world market) political instability occasioned by long period of military rule etc. The inability of government at various levels to tackle the problem of unemployment has made these governments to keep holding the view that government alone cannot provide jobs for everybody and that people should learn to be self-employed.

Obasan (2005) said unemployment has been a major problem facing many governments both developed and developing. In Africa as well as in many other developing countries of the world, it can be observed that small and medium enterprises have become the main provider of employment to the growing population and emerging economics. This makes entrepreneurship as one of the means to curb unemployment. Lawal (1998) has explained that for any community, society or nation to keep pace with the world of computer technology and grow along side with it, the quality of the beneficial have to be increased. This is specifically true if beneficiaries are well trained in order to gain from the present scheme of National Poverty Alleviation Programme (NAPEP), which is supposed to check the ever-increasing unemployment rate in the country.

Gbolahan and Adebakin (1996) have stressed that all education involves, in addition to general education, the acquisition of skills and knowledge which correspond with any occupation or career, hence it is a particular type of programme which is geared towards producing competent and effective manpower at all level of economic activities. Lawal (1998) opines that if there is no adequate provision of alternatives for wage employment, parents would become reluctant to send their children to school. Hence, the need to teach and encourage entrepreneurship in the students at the post-primary levels of education in Nigeria cannot be over-emphaized.

Ashmore (2003) stressed that entrepreneurship is not an art that can be cultivated overnight, but requires a lot of exposures in practical terms. The fact that skill development takes place overtime require students, whatever the level of the studies should be exposed even from their first day in school to activities concerned with the establishment and operation of a business enterprise which include among other things, the identification of investment opportunities to exploit, promote and establish a business enterprise. Khanka (2003) said entrepreneurship plays a prime mobile role in industrial development. People of all ages, background and situations of life through entrepreneurship study can launch business of their own and in the process reshape the global economy. The industrial developed countries like USA, Germany and Japan bear the evidence that an economy is an effect for which entrepreneurship is the cause.

Obasan (2005) said adequate information to education private individuals on how to start up a business, manage its growth profitably by making entrepreneurial philosophies an action guide, how to manage the small medium scale enterprises in an entrepreneurial manner to ensure continuous success are documented, instituted and inculcated in all business minded people including students of higher learning through entrepreneurship education. This is the mission of entrepreneurship education in the educational curriculum.

Research Questions

What is the perception of teachers on the impact of entrepreneurship education on good governance?

How does entrepreneurship education support good governance?

How do teachers perceive entrepreneurship education as a solution to societal problems.

What is the perception of teachers on entrepreneurship education in relation to good governance in Odeda Local Government of Ogun State.

RESEARCH METHODOLOGY

Research Design

The design is descriptive research. It seeks information from subject on teachers' perception about entrepreneurship education.

Research Population

The target population for this study is made up of twelve secondary schools in Odeda local government area of Ogun State. Although there are 40 secondary schools under Odeda local government, only twelve (12) of them have been selected randomly.

Sampling Population and Sampling Technique

Twelve (12) schools were randomly selected from the population for the selection. This is because the population of the study consists of senior secondary school having both male and female teachers.

Instrument for Data Collection

The instrument used for this study was questionnaire designed by the researchers. The questionnaire has two sections: A and B. Section A was on personal data of the respondents, while section B concerns information on the variable under study. Thus, the response was on a four points, Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD). The questionnaire was the close-ended likert-type that expresses degree of agreement or disagreement with the supplied statement.

Data Analysis

Data obtained from the respondents was calculated, based on percentage (%).

RESULTS

Socio demographic characteristics

Distribution of the respondents by their socio demographic characteristic is presented in Table 1. The data reveals that majority 54.2% of the respondents were female teachers while 45.8% were male. In terms of marital status, majority 65.8% of the respondents were married while 34.2% were single. The results also shows that majority 68.8% of the respondents were holders of NCE certificates. This was followed by those who hold B.Sc/HND which accounted for 36.2%.

Table 1: Socio demographic characteristics of respondents

	FREQUENCY	PERCENT
Sex		
Valid female	65	54.2
Male	55	45.8
Total	120	100.0
Marital Status		
Valid married	79	65.8
Single	41	34.2
Total	120	100.0
Educational Qualification		
Valid NCE	73	60.8
BSc/HND	47	36.2
Total	120	100.0

Perception on Entrepreneurship Education

Distribution of respondents by their perception on entrepreneurship education are as presented in Tables 2 to 16.

Q1. *Entrepreneurship education is developed to prepare youth and adult to succeed in Nigeria economy.*

Table 2. Perception on entrepreneurship education and preparedness to succeed

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	12	10.0
Disagree	5	4.2
Agree	46	38.3
Strongly Agree	57	47.5
TOTAL	120	100.00

The results in Table 2 shows that 47.5% of the respondents agreed that entrepreneurship education is developed to prepare youth and adult to succeed in Nigerian economy while 38.5% of the respondents disagreed.

Q2. Knowledge of the entrepreneurship education help administrator to provide beneficial amenities for the people.

Table 3. Perception on entrepreneurship education and provision of amenities

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	9	7.5
Disagree	20	16.7
Agree	56	46.7
Strongly Agree	35	29.2
TOTAL	120	100.00

The data in Table 3 reveals that 46.7% of the respondents agreed that knowledge of the entrepreneurship education help administrator to provide beneficial amenities for the people while 16.7% of them disagreed.

Q3. Embracing entrepreneurship education will make Nigeria to develop fast.

Table 4. Perception on entrepreneurship education and Nigeria development

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	18	6.7
Disagree	23	19.2
Agree	55	45.8
Strongly Agree	34	28.3
TOTAL	120	100.00

45.8% of the respondents agreed that entrepreneurship education will make Nigeria to develop fast while 19.2% of them disagreed.

Q4. Entrepreneurship education helps to increase students' motivation to learn their self-esteem and personal growth.

Table 5. Perception on entrepreneurship education and students' motivation to learn their self-esteem and personal growth

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	14	11.7
Disagree	19	15.8
Agree	36	30.0
Strongly Agree	51	42.5
TOTAL	120	100.00

From the above table, it is clear that entrepreneurship education helps to increase students' motivation to learn their self-esteem and personal growth because 45.5% of the respondents agreed, while 15.8% of them disagreed.

Q5. Entrepreneurship education can help to make teachers to mobilize the people for progressive economy activities.

Table 6. Perception on entrepreneurship education and teacher's mobilization ability

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	18	15.0
Disagree	21	17.5
Agree	40	33.3
Strongly Agree	41	34.2
TOTAL	120	100.00

The data in Table 6 shows that 34.2% of the respondents agreed that entrepreneurship education can help to make teachers to mobilize the people for progressive economy activities while 17.5% disagree.

Q6. *Entrepreneurship education makes managers or administrators to apply knowledge skills, insights and attitudes to manage work of organization effectively.*

Table 7. Perception on entrepreneurship education and administrators organization effectiveness

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	8	6.7
Disagree	26	21.7
Agree	55	45.8
Strongly Agree	31	25.8
TOTAL	120	100.00

One can realize from the information in Table 7 that majority of the respondents that 45.8% agreed with the statement while 21.7% disagreed.

Q7. *Entrepreneurship education will make the teacher to identify opportunities to improve the environment.*

Table 8. Perception on entrepreneurship education and teachers' ability to identify opportunities

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	12	10.0
Disagree	32	26.7
Agree	52	43.3
Strongly Agree	24	20.0
TOTAL	120	100.00

The results in Table 8 reveal that 43.3% of the respondents agreed with the above statement while 26.7% disagreed.

Q8. *Entrepreneurship education generates understanding of a variety of industries, including finance, retail, service and technology.*

Table 9. Perception on entrepreneurship education and knowledge of industries

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	17	14.2
Disagree	33	27.5
Agree	38	31.7
Strongly Agree	32	26.7
TOTAL	120	100.00

The table indicates that 31.7% of the respondents that the teachers rennet positively to the statement while 27.5% of respondents disagreed.

Q9. *Entrepreneurship will bring about positive change in the employment strategies of the government.*

Table 10. Perception on entrepreneurship education and employment strategies

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	5	4.2
Disagree	23	19.2
Agree	51	42.5
Strongly Agree	41	34.2
TOTAL	120	100.00

This Table 10 shows that 42.5% of the respondents agreed that entrepreneurship education will bring about positive change in the employment strategies of the government, while 19.2% of them disagreed.

Q10. *Entrepreneurship education will enhance social psychological development self-efficacy and perceive improvement in most government sector in the state.*

Table 11. Perception on entrepreneurship education and social psychological development

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	13	10.8
Disagree	32	26.7
Agree	53	44.2
Strongly Agree	22	18.3
TOTAL	120	100.00

Results in Table 11 indicate that 44.2% of the respondents agreed with the statement while 26.7% disagreed.

Q11. *Entrepreneurship education will increase problem-solving skill and decision-making abilities among the people*

Table 12. Perception on entrepreneurship education and problem-solving and decision-making abilities

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	20	16.7
Disagree	34	28.3
Agree	41	34.2
Strongly Agree	25	20.8
TOTAL	120	100.00

From the above table 34.2% of the respondents agreed with the statement while 28.3% disagreed.

Q12. *Entrepreneurship education has helped to sharpen the leaders for good governance*

Table 13. Perception on entrepreneurship education and preparing the leaders for good governance

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	8	6.7
Disagree	27	22.5
Agree	55	45.8
Strongly Agree	30	25.0
TOTAL	120	100.00

It is true that entrepreneurship education has helped to sharpen leaders for good governance in Odeda local government as majority of the respondents agreed with the statement.

Q13. *Entrepreneurship education makes the people to become team players and to engage in problem-solving and critical thinkers to achieve good governance*

Table 14. Perception on entrepreneurship education and becoming good team players

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	12	10.0
Disagree	28	23.3
Agree	38	31.7
Strongly Agree	42	35.0
TOTAL	120	100.00

The table indicates that 35.0% of the respondents agreed positively to the above statement while 23.3% disagreed.

Q14. *Entrepreneurship education makes for improvement of interpersonal relationship. Teamwork, money management and public speaking skills among government officials*

Table 15. Perception on entrepreneurship education and interpersonal relationship

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	5	4.2
Disagree	21	17.5
Agree	54	45.0
Strongly Agree	40	33.3
TOTAL	120	100.00

One can realize from the above table that majority the respondents 45.0% agreed with statement while 17.5% of the respondents disagreed.

Q15. *People learn to communicate their ideas and influence others effectively through the knowledge entrepreneurship education*

Table 16. Perception on entrepreneurship education and interpersonal communication

PERCEPTION	FREQUENCY	PERCENT
Valid Strongly Disagree	19	15.8
Disagree	35	29.2
Agree	50	41.7
Strongly Agree	16	13.3
TOTAL	120	100.00

The results in Table 16 indicate that 29.3% of the respondents disagreed with the above statement while 41.7% agreed with the statement.

DISCUSSION OF FINDINGS

Based on the analysis of the result, teachers perceived that, entrepreneurship education is a welcome programme for the secondary school in Ogun State and in Nigeria as a whole. According to the research questions 1 which stated, the perception of teachers on the impact of entrepreneurship education on good governance, the results revealed that 34.2% of the respondents agreed that entrepreneurship education can help to make teachers to mobilize people for progressive economy activities while 17.5% disagreed. Therefore, entrepreneurship education can help to make teachers mobilize the people for progressive economy activities in order to achieve good governance. The study of Obasan (2005) was in corroborating with the above findings. Obasan (2005) opined that unemployment has been a major problem facing many governments both developed and developing. This makes entrepreneurship as one of the means to curb unemployment.

Also, research question 2 which read thus; how does entrepreneurship education support good governance? The results indicated that 42.5% of the respondents agreed that entrepreneurship education will bring about positive change in order to achieve good governance in Odeda local government area of Ogun State. This means that, entrepreneurship education will bring about better changes in the employment strategies of the government. This was in connection with the findings of Lawal (1998) that if there is no adequate provision of alternatives for wage employment, parents would become reluctant to send their children to school, hence the need to teach and encourage entrepreneurship in the students for good government.

Going by the research question 3, which read thus, how do teachers perceive entrepreneurship education as a solution to societal problems. From the findings, entrepreneurship education will increase problem-solving skill and decision-making abilities among the people in Odeda local government area of Ogun State. 34.2% of the respondents agreed with the statement while 28.3% disagreed. Gbolahan and Adebam (1996) in their findings, stressed that all education involve, the acquisition of skills and knowledge which correspond with any occupation or career, hence entrepreneurship education, is a programme that is geared towards producing component and effective manpower at all level of economic activities. Based on the research question 4, the data indicated that entrepreneurship education has helped to sharpen the

leaders for good governance in Odeda local government area of Ogun State. This is true because majority of the respondent agreed to the above statement.

In consonance with the findings of Khanka (2003), entrepreneurship generally plays a prime mobile role in industrial development. People of all ages, background and situation of life through entrepreneurship study can launch business of their own and in the process reshape the global economy. This will go along way to affect the economy of Odeda local government area of Ogun State, through the achievement of good governance.

CONCLUSION

From the study we were made to understand that entrepreneurship is the ability to create and build something from practically nothing. It is initiating, doing, achieving and building on enterprises or organization, rather than just watching, analyzing, or describing one. Also, it is now a known fact that student's educational trainee would become meaningful when it is blended with entrepreneurship education; it would promote the much need self-reliance and gainful employment thereby, reducing unemployment in the economy.

RECOMMENDATIONS

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

- Entrepreneurship education must be a formal part of Nigeria curriculum in every school, district and educational institution.
- Create a nationwide entrepreneurship week that focuses on entrepreneurs and entrepreneurship education at the national, state and local levels.
- Finance an entrepreneurship education innovation fund that promotes seed funds to innovative educators and educational programmes.
- Share information about entrepreneur's education and the creative programmes that are emerging everywhere.

Through entrepreneurship education we believe that "if at first you don't succeed, the experience will help you succeed the next time". Those who believe that life is better without risk also miss most of the opportunities that come their way.

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