Adequacy of Entrepreneurship Education Resources in Public and Private Secondary Schools in Rivers State

Azunda-Wejinya, C. A., Agabi, O. G. (PhD), Ohia, Adanma (Ph.D.),
Department of Educational Management,
Faculty of Education
University of Port Harcourt,
Rivers State, Nigeria
08037834446; 08036669527; 08033064054

ABSTRACT
The study investigated the adequacy of entrepreneurship education resources in public and private secondary schools in Rivers State. There were two research questions and two corresponding hypotheses which were formulated to guide the study. Design adopted for the study was descriptive survey while the population of the study consisted of 515 principals and teachers in all the public and private secondary schools in Rivers State. Similarly, 358 principals and entrepreneurship education teachers comprising 124 principals from private schools, 134 principals from public schools, 65 entrepreneurship education teachers from public secondary schools and 35 entrepreneurship education teachers from private secondary schools were sampled for the study through stratified random sampling technique. The instrument used for data collection was a 9 items questionnaire which was titled “Adequacy of Entrepreneurship Education Resources Questionnaire” (AEERQ). The instrument was validated by two Measurement and Evaluation experts from the Department of Psychology, Guidance and Counselling, University of Port Harcourt while Cronbach Alpha was used to estimate the reliability of the instrument with reliability co-efficients of 0.73 and 0.78 for the two clusters of the instrument respectively. The research questions raised were answered using mean and standard deviation scores while the hypotheses were tested using z-test statistic at 0.05 level of significance. The findings of the study showed that manpower and physical facilities for entrepreneurship education are inadequate in public and private secondary schools in Rivers State with mean values of 2.35 and 2.26 for manpower resource in public and private schools and 1.78 and 2.30 for physical facilities in these schools respectively. Based on this finding, it was recommended that qualified entrepreneurship educators should be employed in these schools who can multi-task for the success of entrepreneurship education in secondary schools in Rivers State.

Keywords: Adequacy, Entrepreneurship, Education, Secondary Schools, Rivers State

INTRODUCTION
The Federal Republic of Nigeria (2014:39) stated in the national policy on education that “no education system may rise above the quality of its teachers”. It becomes imperative to say that teacher provision for entrepreneurship education is a task that must be carefully managed. Since teachers are the human resource who possess the needed attributes to manage entrepreneurship education, for without the teachers its goals will not be attained. The quality and quantity of teachers who handle the teaching of the subject goes a long way to determine the required skills and knowledge to be instilled in the students. Combs, Fagstad, Bassey and Daniel in Ogbodo (2009) averred their studies that the levels of educational output are determined greatly by the quality of teachers in the school. Their study implies that for managing human resources for entrepreneurship education is that the quality and quantity of teachers should be considered. The teachers must possess the necessary skills, knowledge and experience of the
subjects. The teacher must exhibit high level of competence. Management of the human resource function needed for entrepreneurship education involves, planning, recruitment and selection, training and development, compensation and motivation (Ogbodo, 2009). These management of human resources if adhered to would make for efficiency in the attaining of the said E. E. goals.

Human resources planning can be seen as the systematic process by which those who manage an organization define how it should move from the existing manpower position to its projected future manpower target (Velter in Ogbodo, 2009). Through the planning process, the management of the organization strive to get the desired quantity and quality of personnel needed at specific places and right on time. Such efforts would ensure that they can handle things that both the school and the students would benefit from. For an effective implementation of entrepreneurship education human resource (teacher provision) planning would be determined by sorting out the appropriate skills and other human qualities that would be desired for educational goal attainment. This will ensure that we know where and how many individuals may be needed in subject allocation and development.

Both in public and private secondary schools in Rivers State, it is worthy of note that the teacher provision by the management were unable to answer all these valid questions required before and after teachers were employed. Mostly, in the private schools where there is small or no laid down rules for employment, anyone so far you can read and write are employed as a teacher. State ministry of education and local government education board in the public schools do not answer such valid questions as forecasting the manpower requirements in the future, having taken stock of the existing number of teachers and planning for changes for past and future manpower (Teachers), are hardly done.

The European Union Commission (2016) defines a teacher of entrepreneurship education as one who is passionate, inspirational, open-minded and confident. Such a person is equally flexible and responsible for teaching and learning of entrepreneurial skills, attitudes and knowledge, which in turn enable a student to turn ideas into action. He/she is more of a guiding coach than someone who lectures. The entrepreneurial teacher is expected to support students’ learning processes and the development of personal academic competencies. An entrepreneurial subject teacher (E.T) can harness and merchandize knowledge and ideas to students that make them to be action-oriented. The teacher tends to close the gap between education and economy by including external experts in their teaching. Entrepreneurial teachers always focus on economic aspects of a topic which are business related. He is more particularly interested in the activities of group processes and their interactions among themselves. In other times the teacher may consider the classroom as a forum of “clash room” (E.C. 2013:9) in which views challenge themselves. This is because the teacher is focused on giving room for different opinions, answers and solutions and their reflection on the classroom learning process.

Fulgence (2015) stated that there is every need to include education for entrepreneurship in all disciplines to improve teaching and assessment methods and to enhance the capability of academic staff involved in teaching the delivery of the subject contents. Prospective teachers she continued should develop entrepreneurship knowledge and skills, since teachers form the basic part of entrepreneurial setting. Teachers need to acquire entrepreneurial competencies and the methods to develop students. This will not only facilitate the development of entrepreneurs in education system but it will also reduce the capacity, gap of entrepreneurship teachers at secondary school levels. (Fulgence, 2015). The government should see education institutions as a critical factor in generalizing ideas and entrepreneurial talents with an emphasis on the role of teachers in the process. Olomi in Fulgence (2015) contended that some elementary entrepreneurship contents were built into the curriculum as highlighted in many countries the world over with the aim of promoting entrepreneurship training programmes at all levels, case study Nigeria and Tanzania.

Are ways the number and types of humans needed to making the continued operations in a given organization. The “linking activity of people with the job and those likely perform the job. Entrepreneurship education must be accepted as practical and not a paper work, students must be real experiences of entrepreneur thinking pattern to survive. Those who have experience must be sort to make the programme practical. Students should be provided opportunity to have practical experience particularly the instructors/facilitators who serve as teachers must be located in recruitment not after.
Here recruitment process policy must be fully adhered to in providing entrepreneurship education such as, the objectives of the organization, knowing the recruitment needs, the recruitment sources and selection and preference criteria. Emphasis must be laid on those who have skill in an aspect of the subject as entrepreneurship/instructors can be employed as part-time workers (facilitators). In both private and public secondary schools the facilitators with little entrepreneurial skills are employed as part time instructor to teach the student most practical aspects of the job by (Salami, 2013) in workshop centres as provided by the state government.

Entrepreneurship education must of necessity be regularly in practice in the field and changes made. Training and development of humans who are engaged in entrepreneurship education is required if they must grow over time and be able to face new challenges. Entrepreneurial teachers should be equipped with recent global trends in technology, so as to sustain competition worldwide. For them to avoid giving obsolete skills and knowledge, they needed to be updated through retraining. Personality should be trained and developed (Ogbodo, 2009) since the environment keeps changing both at local and international level.

Rivers State government before introducing education in entrepreneurship, they had seminars and workshop for teachers training in the main stream which was titled ‘train the trainers’. Some teachers where taken on two weeks intensive training for a quick start of entrepreneurship education under the government of Governor Rotimi Chibuike Amaechi. They were specifically called facilitators and instructors sent to schools all over Rivers State (Salami, 2002). The teachers who were available were not specialist in entrepreneurial education, as they were selected from all other subject areas to be trained and used.

Again, most automobile car engineer and small-scale enterprise owners were also sent on training workshop and later sent to schools to teach the students on how to make beads, detergent had shoes, bags and cars by the government. The efforts so far made by the state government under the national directorate of employment was said to have some issues in the implementation plans, which resulted to a lot of challenges for effective implementation.

Anything that attracts an employee’s attention and stimulates him to work motivates an individual to performing their job. More often they are made in monetary forms and also involve a varied types of money rewards. In entrepreneurship education humans are got from different sources not just the teachers but facilitators and instructors who have one major knowledge in entrepreneurial skills. These personnel must be rewarded in order to persuade and sustain their services. The instructors/facilitators are rewarded monetarily for their services to the students and teachers by the state government. Worthy of note, is the feeling that the government keep changing these facilitators from time to time just to attain the set objective of entrepreneurship education in Rivers State. Some facilitators if change refuses a new offer and seizes to do the job. Thereby learning and teaching of E.E. hampered by inadequate rewards and incentives to teachers and facilitators. Again, an entrepreneurial teacher should be able to create an entrepreneurial spark – reward individual initiative, risk taking and responsibility. In essence, the teacher needs to be receptive to failure as an integral part of a learning process and manage risks involved, as well as encourage among workers, the development of team working skills.

The teachers are network agents, who need to exchange with their colleagues so as to meet up with job commitment regularly. They need to invent innovative solutions, by producing technologies and computing devices which support learning process. They need to adapt to social media that can enhance learning and distribution of information with their colleagues across the world wide web. To make the programme, training programmes for teacher development needs to be addressed as not an isolated skill. Instead, the training and development programme should indicate how within the training curriculum, there must be some aspects of entrepreneurial teaching and learning process. Even the subjects that are being delivered should be more of practical approaches, and must involve the active participation of trainees in the pedagogy of instruction. In fact there should be in-service training provision for entrepreneurial teachers. There should be partnerships between the school, the business community and the creative industry. Companies and other business organization can provide expertise projects and also take part in the teacher – training schools.
Again, the National Foundation for Teaching Entrepreneurship (NFTE, 2001) in Olawolu (2015) states that the ongoing research to evaluate the impact and effectiveness of its programme found that when youths participated in entrepreneurship programs, their desire for school may improve by as much as 32 percent, while their aspirations for occupational careers increased by 44 percent. In addition, they discovered that their independent reading culture for more knowledge increased by up to 4 percent. They also improved in leadership behavior by up to 8.5 percent in the hope that one’s goals is within one’s control or locus of control to improve or reduce as one feel. Secondary school Students needs to be encouraged to learn entrepreneurship subjects by making the subjects compulsory to all students.

Wosowei, in Olawolu (2015) further states that, a survey respondent felt should start early in the school system, like secondary technical education and post-secondary career programs. Again, that in “Nigeria two-third of the 36 states in Nigeria responding have adopted entrepreneurship competencies in their standards, and their skills for life problem solving and creative thinking initiatives. As a matter of fact, as many as sixty percent of the states’ participated in the weekly national entrepreneurship workshops. He continued to say that Teacher training and certification in entrepreneurship education are needed requirements. The result of the research revealed that 50 percent of those polled said there were no requirements for teaching entrepreneurship education, presently. Teachers in both private and public schools should be encouraged to specialize in the entrepreneurship subjects in order to give the best to subjects.

In summary, professionalism & Specialization in teaching profession should be given its top most place in order to attain the set objectives of teaching and learning in Rivers State Secondary Schools, since this will give room for expertise knowledge exhibition of the teachers in classrooms and in implementing entrepreneurship education.

Stevenson in Njoku (2012) defines school facilities as the essential inputs needed for the attainment of organizational growth of teaching, assessment and certification. Akpan and Udohin Castaldi (1977) Peretomode in Njoku (2012) states that school plants are those things of education which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when are not provided. Ofoego and Ebebe (2015) argued that physical facilities are guidelines for physical facilitators of teaching and learning such as, classrooms, laboratories, workshops, play fields, school farms, and gardens and many others. They should be able to meet the minimum standard of quality and quantity in promoting any meaningful teaching and learning.

Mduagwu (2006) asserts that appropriate and functional school facilities encourages effective teaching and enhances learning. He stated that in order to realize the roles of the school plant in education, one needs only compare a modern school building and its superior lighting attractive decoration, comfortable seating and useful service facilities such as libraries, multipurpose room, functional playground and classroom with chalkboards, sinks, work areas filling and storage facilities and pupils lockers with non-functional meagerly equipped and unattractively decorated school plants within the same community. Njoku (2012) affirms to the statement by saying that the students in the attractively decorated school will perform better with all the advantages derived from the school plants. Nwogu and Mduagwu (2006, 135) confirms this when he said that learning process requires great measure of comfort on the parts of the learner and the teachers. Njoku (2012) describes it as the physical interpretation of the school curriculum components. For him, effective learning and teaching can only be possible in a functional school premises, not in a vacuum. The school learning content and other extra curricula activities are better understood and delivered within the context of school plants. Poorly prepared building or poorly maintained institutional site, definitely frustrate effective development and implementation or delivery of a good educational programme.

School physical facilities are usually defined to include, the site, the buildings, instructional equipment’s and all the facilities of school. To facilitate teaching and learning process the enrolment environment plays vital role of protecting the physical well-being of the occupants. Njoku (2012) opines that no quality education can take place without adequate housing and other physical facilities in schools. Adequate provision of physical facilities which will conform to the requirements and programmes of the school curriculum is all that will bring about effective teaching – learning process and yield a better academic
performance hence attainment of educational goals. The learning environment of school children remains a determinant factor for learning and development. It becomes imperative that learning environment in schools be positive and stimulating.

Physical school plants comprise of the location physical features and structures found within and without the school physical environment that contributes to teaching and learning effectiveness. For instance, buildings, equipment and school infrastructures must be adequately provided for effective functioning of the school so as to provide the educational requirements of the programmes of the institution. This goes a long way to affirm that facilities must be in tandem with the needs of the school curriculum. She further asserted that when educational plants are not equitably distributed among schools effective teaching and learning is seriously hampered.

The inadequacy of school facilities is a major source of frustration and disillusionment among teachers and students in the educational system. Maduagwu (2006) stated that it is not only the school plants that should be of functional quality and adequately provided at all times, the teachers who use these facilities should be provided with different types of school facilities, which should exceed set targets. Entrepreneurship education whose subjects teaching requires numerous plants should be acquired and distributed with equipment for practical exercises given more attention so that lessons can be driven home to the learners. Entrepreneurial subjects are more and better taught practically than other subjects. Government of Rivers state in conjunction with the UBE board and senior secondary school board has to provide adequate educational plants for the teaching and learning of entrepreneurial skills.

The restructuring of secondary school grades into junior and senior secondary schools created opportunity for the both grades of secondary education being managed by two different school boards. These two boards are required to take care of the day to day management of the secondary schools in Rivers State. Therefore, the distribution of physical plants and even their maintenance are the responsibility of the separate boards. The junior secondary grade and senior secondary level are not supplied plants equally since it is not the responsibility of one board. This is only obtainable in the public schools only. While in the case of the private schools, it is a different ball game.

The Rivers State UBE Board has a lot of sponsors both in and out of the nation. UBE programmes are sponsored by international bodies and state, so they tend to have more facilities and management than the senior secondary schools whose sponsorship depends more on the nation and few federal, state and nongovernmental organizations (NGOs).

The public and the private secondary schools are also not left out of this ball game. The private schools are more sponsored by individuals who are the proprietor’s individuals and non-governmental agencies. Based on the researcher’s interaction in the course of information gathering (Azundah-Wejinya, personal Communication, July 15, 2010). It is therefore not surprising that, the teaching and learning of entrepreneurial subjects in private schools seems to be inhibited more. Some private schools who cannot afford the financing of instructors/facilitators and equipment seems to neglect the teaching and learning E.E subjects, due to its capital demand on facility provision.

Just as other nations of the world, like - Britain Denmark, Portugal and as such make provision for teachers and facilities for an effective teaching and learning of entrepreneurial subjects and succeeded. Nigeria and Rivers State secondary education authorities should emphasize the entrepreneurial skill training and job creation by providing enough equipment’s (physical facilities) to both public and private schools.

The administration of Honourable Chibuike Rotimi Amaechi in 2011 saw adequate supply of physical facilities in the achievement of educational goals and relentlessly provided a comfortable modern environment with standard school buildings, science laboratories and libraries, equipment’s – generators, computer gadgets, moving machines that allowed both students and teachers to learn and teach effectively. This equipment was supplied to these schools before the introduction and integration of entrepreneurial subjects to Rivers State secondary school system, however these facilities would have assisted so much in the effective implementation of entrepreneurial education but presently, these facilities have been vandalized, abandoned and mismanaged before the take-off of the entrepreneurship
education. A case in hand is community secondary school Oroworukwo. (Personal Communication, July 15th 2010), were facilities were vandalized.

For, the state government to effect a change or replacement became a problem, since there is no continuity in government and it involves capital. Projects that were not completed by the former administration are not always given adequate attention by the successional administration. The present regime of Chief Nyesom Wike has only done some renovations in public secondary schools. The renovations of secondary schools presently did not see to the replacement of these facilities in schools in general but focus was on few schools, mainly on buildings. There is no E.E. were created for entrepreneurial learning in secondary schools, no textbooks, or equipment are supplied for a better take off of the subjects. No laboratories and equipped functional libraries. Provided in both private and public secondary schools in order to have a positive learning environment. Njoku (2012) stated that, the components of a positive learning environment must consist of physical, emotion, cultural/social and academic environments.

A physical environment means the environment, in which students feel secured, cared for and relaxed, with the support of enough and relevant facilities like seat playing ground, buildings and required equipment. Emotional environment is the enabling environment in which students are taken care of continually by responsible and knowledgeable adults (teachers, parents etc) who are responsive to the needs and interest of the students.

Cultural/social environment encompasses a comfortable atmosphere where students have the opportunities to learn socio-cultural behaviours as well as make friends and develop relationships. Academic environment comprises all resources – human, material and physical and programmes and chances for every student to creatively utilize and imaginatively develop their natural potentials in the learning process.

Nwadiani in Njoku (2012) argued that when an individual acquires skills, knowledge and competencies in the teaching and learning process, their capacity to do this can be inhibited by both internal and external factors. Such factors tend to affect the quantity as well as the quality and type of knowledge that the learner acquires. A learning environment that is good can foster the development of desirable creative abilities, and encouraging students’ interrelationships and fostering learner centered pedagogy. Academic school environment could be taken to mean both the curricular and extra-curricular activities in the school, where teachers and students are involved in classrooms, libraries, laboratories and other learning atmosphere. Social environment is made of enough interaction among teachers and learners in classrooms and other places in school. The cultural involves the rules, regulators values and discipline. It includes all activities that initiate the learner into societal culture. (School tradition). The physical learning environment is therefore very important to the achievement of educational learning objectives. The situation is as true today as it has always been. Just as Nwadiani in Njoku (2012) observed that many classrooms, are not just overcrowded, their state of being is not completely fit for use. This is because most of them are dilapidated, poorly complete without doors, window, shouters, and not adequately equipped with chairs and tables for effective teaching and learning.

When new buildings are constructed and taken over by the right authorities, practically no attention is paid to the maintenance of such buildings. Several school buildings that are more than fifty years old have never undergone renovation or any form of modernization in spite of the changes in the educational system. An aspect of school management that is generally overlooked is facility maintenance. Facility maintenance is a problem that involves every grade of education system. In some public schools in Rivers State facilities are architecturally outdated and hence, cannot effectively make significant impact in the teaching – learning process.

Educational scholars have suggested that about 4 to 5 percent of total annual budget or income of the institution should be dedicated for maintenance of school. The school principal should also list out all facilities and equipment, and make a routine check to sort out depreciating one before much damage is done, this list should also be given to the authorities for prompt action facility maintenance involves providing clean and safe environment for teaching and learning. There are several areas of maintenance that should be adopted in the facility maintenance plan. However, Deighton and UNESCO in Nwogu and
Maduagwu (2006, 134) are of the opinion that the school plant maintenance are grouped into six. They are periodic maintenance, long-term maintenance, no maintenance, emergency maintenance, ad-hoc maintenance and preventive maintenance. He asserted that for the entrepreneurship education programme to thrive, all these measures must be put into consideration in maintaining the school facilities. From all the reviews of related literatures, one can deduce that facilities maintenance is very important to avoid total breakdown, consequent also to much cost in repairs or even replacement that would have been avoided. The supply of school plants for the implementation of E.E in secondary schools in Rivers State should be given much attention by the government and all stakeholders since the subject is practical – oriented. Private schools’ owners must give more attention to the provision of standard and adequate physical facilities before venturing into E.E. A lot of private schools due to the capital-intensive nature of E.E. have not introduced E.E. into their curriculum and some who had started is minimal, since they lack the equipment for full implementation. Without available functional power support system, the teaching and learning of entrepreneurial subjects cannot be effective, as the subjects are practical oriented. We are all aware of the epileptic nature of public power supply in Nigeria. Availability of functional generating plants and regular power supply would serve as alternative power source for any business to thrive in Nigeria. For effective implementation of entrepreneurial subjects like welding, automobile engineering, fishery and others that requires steady and constant supply of electricity the attention of the government and power holding company must be drawn. Just like other countries of the world like America Japan and China, schools’ partner with external bodies, locally and internationally in the funding and establishment of entrepreneurial centres. There is always a collaborative effort in the teaching and learning of entrepreneurship education. Rivers State secondary schools both private and public schools lack functional power supply. This have hindered a proper take off of E.E. in Rivers State. The government of Rivers State and the authorities of the private schools take the supply of functional power as a waste of resources. The few centres established for learning and teaching of these entrepreneurial skills by government are temporary and owed by individuals. Few entrepreneurial centres are seen in both private and public schools without any functional power support. Sometimes one small generating plant which cannot generate enough power to support the computers, machines and equipments are provided. The effective delivery of entrepreneurial education has been inhibited by inadequate functional power support. No efforts have being made by Rivers State government towards a steady power supply from Nigeria power holding company to support a smooth run of these entrepreneurial programmes. Apart from teaching and learning, the finished product of the entrepreneur needed to be preserved for further sales lack enough power supply and businesses are hindered and success denied. The result is that markets are not located and all efforts made to be self-reliant and employed is totally defeated.

Aim and Objectives of the Study

The aim of the study was to investigate the adequacy of entrepreneurship education resources in public and private secondary schools in Rivers State. Specifically, the objectives of the study were to:

1. assess the adequacy of manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State.
2. determine the adequacy of physical facilities provision for the teaching of Entrepreneurial subjects in public and private secondary Schools in Rivers State.

Research Questions

The following research questions guided the study:

1. How adequate is manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State?
2. How adequate is the level of physical facilities provision for the teaching of Entrepreneurial subjects in public and private secondary Schools in Rivers State?
Hypotheses
The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference between public and private schools in the adequacy of manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State.

2. There is no significant difference between public and private schools in the adequacy of physical facilities provision for the teaching of Entrepreneurial subjects in public and private secondary Schools in Rivers State.

METHODOLOGY
The design used for the study was descriptive survey. Population of the study comprised 515 principals and teachers in all the secondary schools (public and private) in Rivers State out of which 358 principals and entrepreneurship education teachers consisting of 124 principals from private schools, 134 principals from public schools, 65 entrepreneurship education teachers from public secondary schools and 35 entrepreneurship education teachers from private secondary schools were sampled for the study using stratified random sampling technique. The instrument used for data collection was a 9 items questionnaire titled “Adequacy of Entrepreneurship Education Resources Questionnaire” (AEERQ) which was responded to on a four point modified Likert scale of Very Adequate (VA), Moderately Adequate (MA), Not Adequate (NA) and Very Inadequate (VI) with weighted values of 4, 3, 2 and 1 respectively. The AEERQ was validated by two Measurement and Evaluation experts from the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach Alpha was used to estimate the reliability of the AEERQ with reliability values of 0.73 and 0.78 for the two clusters of the instrument. The research questions were answered using mean and standard deviation scores while the hypotheses were tested using z-test statistic at 0.05 level of significance.

RESULTS
Answer to Research Questions
Research Question One: How adequate is manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State?

Table 1: Mean and SD of respondents’ assessment of the adequacy of manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State

<table>
<thead>
<tr>
<th>SN</th>
<th>Manpower Resources</th>
<th>Public Schools (199)</th>
<th>Private Schools (159)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Trained and qualified (graduate) entrepreneur teachers</td>
<td>2.20</td>
<td>.40</td>
</tr>
<tr>
<td>2</td>
<td>Facilitators for entrepreneurial subjects</td>
<td>3.03</td>
<td>.41</td>
</tr>
<tr>
<td>3</td>
<td>Instructors for entrepreneurial subjects</td>
<td>2.97</td>
<td>.41</td>
</tr>
<tr>
<td>4</td>
<td>Laboratories/workshops attendants for entrepreneurial subjects</td>
<td>1.21</td>
<td>.41</td>
</tr>
<tr>
<td></td>
<td>Aggregate mean</td>
<td>2.35</td>
<td>.20</td>
</tr>
</tbody>
</table>

The result of data analysis in Table 1 shows that facilitators for entrepreneurial subjects and instructors for entrepreneurial subjects are moderately adequate in public and private secondary schools. This is because the weighted opinion assessment has a mean falling within the range of 3.00 for these two categories of personnel for both types of schools. On the other hand trained and qualified teachers as well as laboratory/workshop attendants for entrepreneurial subjects are not adequately provided in both public and private secondary schools, since the weighted opinion assessment of respondents fall within the range
of ‘not adequate’ for these categories of manpower for both types of school (see their respective means in Table 1). The standard deviation of these opinion assessments is generally low and close, showing that respondents do not differ much from the mean.

**Research Question Two**: How adequate is the level of physical facilities provision for the teaching of Entrepreneurial subjects in public and private secondary Schools?

**Table 2**: Mean and SD of respondents’ assessment of the adequacy of Physical facilities provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State

<table>
<thead>
<tr>
<th>SN</th>
<th>Physical Facilities</th>
<th>Public Schools (199)</th>
<th>Private Schools (159)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>5</td>
<td>Equipped entrepreneurial laboratories/workshops</td>
<td>1.33</td>
<td>.61</td>
</tr>
<tr>
<td>6</td>
<td>Functional entrepreneurial centers for practical activities</td>
<td>2.12</td>
<td>.33</td>
</tr>
<tr>
<td>7</td>
<td>Library equipped with entrepreneurial books/journals</td>
<td>1.38</td>
<td>.61</td>
</tr>
<tr>
<td>8</td>
<td>Equipped functional computer studio</td>
<td>2.02</td>
<td>.69</td>
</tr>
<tr>
<td>9</td>
<td>Regular power supply from public power supply system or alternative power from functional generator or solar system</td>
<td>2.08</td>
<td>.45</td>
</tr>
</tbody>
</table>

**Aggregate mean** |

<table>
<thead>
<tr>
<th>Mean</th>
<th>SD</th>
<th>Rmks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.78</td>
<td>.40</td>
<td>NA</td>
</tr>
<tr>
<td>2.30</td>
<td>.31</td>
<td>NA</td>
</tr>
</tbody>
</table>

The result of data analysis presented in Table 2 reveals that physical facilities are not adequately provided for entrepreneurial subjects in both public and private secondary schools. This is because the mean assessment ratings for all the physical facilities examined in both public and private schools fall within the ‘not adequate’ or ‘very inadequate’, with an aggregate means of ‘not adequate’, except for functional entrepreneurial centres in private schools that is rated as moderately adequate (see respective means and remarks in Table 2).

**Test of Hypotheses**

**HO**: There is no significant difference between public and private schools in the adequacy of manpower provision for Entrepreneurial subjects being taught in public and private secondary schools in Rivers State.

**Table 3**: Summary of z-test of differences between the mean scores of private and public secondary schools on the adequacy of manpower provision for effective implementation of entrepreneurial education

<table>
<thead>
<tr>
<th>Schools</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>z-value</th>
<th>2-tailed sig. value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>199</td>
<td>2.35</td>
<td>0.20</td>
<td>356</td>
<td>3.87</td>
<td>0.000</td>
<td>Significant</td>
</tr>
<tr>
<td>Private</td>
<td>159</td>
<td>2.26</td>
<td>0.23</td>
<td>356</td>
<td>3.87</td>
<td>0.000</td>
<td>(Reject Ho)</td>
</tr>
</tbody>
</table>

Data in Table 3 revealed the summaries of subject, mean, standard deviation and z-test of differences between the mean scores of public and private secondary schools on the adequacy of manpower provision for effective implementation of entrepreneurial education. The calculated z-test value from the testing of the hypothesis stood at 3.87, which is significant at a 2-tailed significant value of 0.000. Since this significant value is lower than 0.05 alpha level used in testing the hypothesis, the researcher concludes
that the difference is significant. The null hypothesis which says that there is no significant difference is rejected. A look at the two means in Table 3 reveals that the mean of private schools (2.26) is lower than the mean of public schools (2.35). This means that manpower for the implementation of entrepreneurial education is significantly more provided in public schools when compared with public schools.

**HO**₂: There is no significant difference between public and private schools in the adequacy of physical facilities provision for the teaching of Entrepreneurial subjects in public and private secondary Schools in Rivers State.

<table>
<thead>
<tr>
<th>Schools</th>
<th>n</th>
<th>Mean</th>
<th>SD</th>
<th>df.</th>
<th>z-value</th>
<th>2-tailed sig. value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public</td>
<td>199</td>
<td>1.78</td>
<td>0.40</td>
<td></td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Private</td>
<td>159</td>
<td>2.30</td>
<td>0.31</td>
<td>356</td>
<td>-13.20</td>
<td>0.000</td>
<td>(Reject HO₂)</td>
</tr>
</tbody>
</table>

Data analysis in Table 4 summaries the z-test of differences between the mean scores of private and public secondary schools on the adequacy of physical facilities provision for effective implementation of entrepreneurial education. The calculated z-test value from the testing of the hypothesis stood at -13.20, which is significant at a 2-tailed significant value of 0.000. This 2-tailed significant value is lower than 0.05 alpha level used in testing the hypothesis. This shows that the difference between the public and private schools on this issue is significant. The null hypothesis which says that there is no significant difference is rejected. A look at the two means in Table 4 reveals that the mean of private schools (2.30) is higher than the mean of public schools (1.78). This means that physical facilities provision for the implementation of entrepreneurial education is significantly more provided in private schools when compared with public schools.

**DISCUSSION OF FINDINGS**

**Manpower provision for entrepreneurship education in Rivers State**

From the study, the respondents agreed that facilitators and instructors for entrepreneurial subjects are moderately adequate, while trained and qualified teachers as well as laboratory/workshop attendants for entrepreneurial subjects are not adequately provided in both public and private secondary schools. The result of the test comparison revealed that manpower resources for the implementation of entrepreneurial education in public secondary schools in Rivers State are significantly more provided in public schools when compared with private schools.

Bassey and Daniel (2008) in Ogbodo (2009) averred their studies that the levels of educational output are determined greatly by the quality of teachers in the school. Their study implies that for managing human resources for entrepreneurship education is that the quality and quantity of teachers should be considered. Also, Azundah-Wejinya (2017) carried out a survey on a study, titled school plant management: a panacea for entrepreneurship education implementation in Rivers State Secondary Schools. This revealed that the teachers and facilitators were not the only important factors for effective implementation of entrepreneurship education in schools. The implication of the present study is that for an effective entrepreneur education, qualified, passionate, inspirational, open-minded and skilled facilitators should be employed to teach in the programme. In other words, quality of teachers should be highly considered.

**Provision of physical facilities for teaching of entrepreneurial education in Rivers State**

This study has discovered that physical facilities are not adequately provided for entrepreneurial subjects in both public and private secondary schools. These facilities include equipped entrepreneurial laboratories/workshops, functional entrepreneurial centers, equipped library with entrepreneurial reading materials, computer studio and power support system. It was even further revealed that these physical facilities provision for the implementation of entrepreneurial education is significantly more provided in private schools when compared with public schools.
Ofoego and Ebebe (2015) argued that physical facilities are guidelines for physical facilitators of teaching and learning such as, classrooms, laboratories, workshops, play fields, school farms, and gardens and many others. They should be able to meet the minimum standard of quality and quantity in promoting any meaningful teaching and learning. Their argument is in line with the present study. Azundah-Wejinya (2017) carried out a survey on a study, titled school plant management: a panacea for entrepreneurship education implementation in Rivers State Secondary Schools. The results indicated that a modernize comfortable classrooms, books, equipment’s and other facilities will make for effective teaching and learning of entrepreneurship education in Rivers State secondary schools. This implies that an entrepreneurship program that will be able to bring about national development and economic empowerment, adequate facilities must be in place.

Nwaekwe and Sunday (2017) in their study investigated on entrepreneurship education and youth development in Rivers State. Their findings revealed that effective and functional entrepreneurship education is a major factor for nation building. Also, Nkang and Inyang (2009) carried out a survey on a study “managing entrepreneurship education at the secondary school level for sustainable economic development in Akwa Ibom State”. The result showed that, entrepreneurship education at the secondary school level can facilitate sustainable economic development in Akwa Ibom State. The implication of the present study is that effective and functional entrepreneur education programs at secondary school level will coup the restiveness among youth in the nation. For this to be possible there has to be functional electricity that can facilitate it.

CONCLUSION
It was concluded from the findings of the study that:
Manpower resources as well as physical facilities needed for entrepreneurship education in public and private secondary schools in Rivers State were inadequate as revealed in the study with mean values that were below the criterion mean score of 2.50 used for decision making.

RECOMMENDATIONS
The following recommendations were made based on the findings of the study:
1. Qualified, passionate, inspirational, open-minded and skilled entrepreneurship teachers and skilled facilitators should be employed to teach entrepreneurship subjects.
2. There should be provision of adequate facilities that will enhance the teaching of entrepreneurship education in secondary schools.

REFERENCES


