



Challenges to the Implementation of Entrepreneurship Education in Public and Private Secondary Schools in Rivers State

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ABSTRACT

The study investigated the challenges to the implementation of entrepreneurship education in public and private secondary schools in Rivers State. Design used for the study was descriptive survey. Population of the study comprised 515 principals and entrepreneurship education teachers in all the public and private secondary schools in Rivers State while 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 10 items questionnaire which was titled “Challenges to the Implementation of Entrepreneurship Education in Public and Private Secondary Schools Questionnaire” (CIEPPSSQ). The CIEPPSSQ was validated by two experts in Test and Measurement, Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach Alpha was used to determine the reliability of the CIEPPSSQ with reliability values of 0.77 and 0.72 for the two clusters of the questionnaire respectively. The research questions were answered using mean and standard deviation while the hypotheses were tested using z-test statistic at 0.05 level of significance. It was indicated from the findings of the study that entrepreneurship education was adequately implemented in public and private secondary schools in Rivers State with mean values of 3.06 and 2.94 respectively. Similarly, challenges such as lack of equipment as well as lack of motivation were identified in the course of implementing entrepreneurship education in these schools. It was hence recommended that entrepreneurship education teachers should be adequately motivated for the proper implementation of the programmes in public and private secondary schools in Rivers State.

Keywords: Challenges, Entrepreneurship Education, Public, Secondary Schools, Rivers State

INTRODUCTION

There are several challenges that have hampered the effective implementation of entrepreneurship education in secondary schools in Rivers State. Education globally has been faced with several challenges. In Nigeria laudable educational programmes had been extinct by much problems. For education to attain its strategic role in human development and economic development, these challenges needed to be addressed. Entrepreneurship education to achieve its lofty goals, concerted efforts must be used to extinct these problems. Integration of entrepreneurship education into the existing educational curriculum was greeted with the problems of teacher quality and development, inadequate funding poor teacher motivation, poor implementation. Poor monitoring/evaluation, inaccurate data for planning, policy haste and as such (Azundah-Wejinya, 2017). These factors pose a threat to the quality of education provided across all levels.

No education system can have better quality than the quality of its teachers. Fafunwa in Obiechiuna (2016) opined that no significance change in education can take place in a country unless its teaching staff was well trained and retrained. Lack of adequate competent specialist teachers to handle the various entrepreneurship subjects introduced to both junior and secondary schools is a big threat to Entrepreneurship Education. (E.C. 2013). There are no entrepreneur specialist teachers before the inclusion of these subjects into secondary school curriculum. Entrepreneur teachers lack professional training both in public and private schools. Teachers were taken from other subject areas to teach the entrepreneurial subjects. According to (E.C, 2013) schools can partner with external bodies to engage in entrepreneurship education not in existence in the school. Secondary schools and other educators should take part in peer learning and exchange on local, regional, national and international programmes. Schools should be responsible to the provision and demand of the local market where goods can be sold. Teachers should be taken well care of both in public and private schools.

Funding is critical to the overall growth and development of all types and levels of education in general. No educational programme can succeed in the face of inadequate funding. Osaat (2015) averred that, education has been chronically underfunded by successive governments, thereby making it vulnerable to all sorts of abuse. He went further to say that even though UNESCO recommended 26 percent of the total annual budget for education. Nigeria has not been paying serious attention to adequate funding in education. All this makes it difficult for education policies to be fully implemented.

Education funding in Nigeria has been dwindling in recent times and that has resulted into most schools having dilapidated structures with inadequate provision of libraries, laboratories, workshops and other educational facilities. These ill-equipped schools cannot give the teacher nor the student sufficient morale to learn efficiently (Maduagwu & Nwogu, 2006). Every little provision made are minimal. Agabi (2008) noted that funds are not adequate to meet running cost. Consequently, projects are abandoned, inadequate and dilapidated facilities, laboratories, ill-equipped or even non-existent.

Reward and incentives motivate individuals to perform their jobs, these rewards are often made in monetary forms. There is no doubt that the morale of our teachers is generally low (Boyi, 2013). The teaching profession and teachers themselves are generally neglected to the background in terms of what and when they are paid salaries by government and proprietors of schools. This has far reaching effect on their productivity. Salaries of teachers are not paid when due and most teachers are still owed some months salaries till date (Agabi in Wejinya, 2017). Some private school teachers are paid peanut but stressed with much jobs which hampers their productivity.

Ikeduagwu (2009) explained that teachers have to be encouraged to stay on the job by paying salaries promptly, effecting promotion and payment of allowances when due. Another aspect of the teaching condition is the teaching environment. Agabi in Azudah-Wejinya (2017) stated that the agonizing environment where the teachers stay to do their work are not conducive and cannot make for an excellent performance.

Many educational programmes in Nigeria suffer from poor or ineffective implementation. The entrepreneurship education as one of the programmes lacked sound targets to be reached and means of reaching those targets were not spelt out in course of integration of the programme, the implementation gets a cog in the wheel and there is a breakdown (Boyi: 2013). Secondly, most teachers are not yet adequately trained and equipped with entrepreneurship skills to implement the intended curriculum and such training often does not hold for all teachers (Velter in Ogbodo, 2009). He further argued that sometimes instructors are called to do the practical's, while theoretical aspect of the learning in the classroom are not carried out. Students with the aid of the facilitators learn through trial and error, which cannot make for a better learning. Entrepreneurial skills should be taught in class and workshops, since the subject is practical oriented to get the best for goal attainment.

The purpose of monitoring/evaluation of an education program is to find out answers to such questions as what purpose did the programme set out to achieve?; has the programme been adequately implemented as planned to achieve the desired result?; what steps in the programme have either helped or hindered the achievement of the objectives as planned? And what is the next step to be taken to keep the programme on track?

Only through such monitoring/evaluation can one be able to estimate the effectiveness of educational enterprise and such monitoring is often not done with seriousness. Boyi and Stone in Ikediugwu (2009) argues that poor monitoring and supervision is also major inhibitions to delivering entrepreneurship education. This he continued to assert that it is a result of poor administrative machinery in the educational sectors that have resulted to poor monitoring/evaluation of educational programmes. The supervisors in charge of programmes in Nigeria are so corrupt that they take bribe even to supervise schools. Principals in their quick to wealth style of administration pay supervisors bribe to rate their schools high on supervision. Mostly in private schools the proprietors pay huge sum of money for supervision and approvals. Instructions from the state ministries and boards on how to carryout programmes are not adhered to by school owners.

When data provided for planning is inaccurate, and then decision based on such data would be faulty. Auwal in Obiechiuna, (2016) pointed out that the National Population Census, which is expected to provide the most reliable data for educational planning has always been politicized. When planning is done based on such inaccurate statistical data, surely there would be problem in distribution and supply of facilities and equipment. Agabi in Wejinya (2017), argued that the figures sometimes collected are unrealistic and misleading. Deliberately falsified to reflect education bias. He further said that in Nigeria the information on the distribution of educational facilities are falsified, mostly with the rising level of corruption in Nigeria. Again, such information he continued might be hoarded as confidential until they become obsolete. The National population census (N.P.C.) should be able to provide reliable educational data (information) for planning and implementation of educational programmes void of political bias and sentiments.

This is one other factor that affects policy implementation in Education. Adequate time is not always allotted for proper planning before implementation. Agabi (2008) argued that the case of 6-3-3-4 system, Nigeria in a hurry to start the programme; junks were imported in the form of introductory technology equipment, in place of the rightful ones. The operating manuals that followed this equipment were written in languages not understood by the users. At the end most of the vital technical resources were allowed to waste. In the same vein, the entrepreneurship education has been hastily integrated to secondary schools without enough plans for provisions of laboratories, workshops for students offering subjects like Electrical Engineering, Auto-Mechanic Engineering and as such. The implication of the above is that failures and wastages occur when there are incessant changes in policies (Azundah-Wejinya, 2017). This has a far-reaching consequence on educational administration across all levels.

The policy ushering in of the Universal basic Education side by side with free education in several states of the federation has resulted in population increase in all public schools in the country. In Rivers State for instance, all levels of education including secondary schools witnessed population explosion. The implication here is that there should be increase of funds required to run the programmes efficiently. There are needs to provide writing materials, accommodation, infrastructure-facilities, equipment meant to facilitate the trade on entrepreneurship subjects in order to achieve the set goals (Salami, 2015).

Conclusively, the challenges for effective implementation of entrepreneurship education in the light of this work cannot be overemphasized as the problems are insufficient funds, inadequate supply of educational facilities and equipment, increase in enrolment of students, inadequate manpower supply, hasty nature of our policy, poor evaluation and monitoring poor implementation and as such.

Aim and Objectives of the Study

The aim of the study was to investigate the challenges to the implementation of entrepreneurship education in public and private secondary schools in Rivers State. Specifically, the study sought to:

1. find out how adequate is the implementation of Entrepreneurial education in public and private secondary schools in Rivers State.
2. determine the challenges to effective implementation of Entrepreneurial education in public and private secondary schools Rivers State.

Research Questions

The following research questions were posed in the study:

1. How adequate is the implementation of Entrepreneurial education in public and private secondary schools in Rivers State?
2. What are the challenges to effective implementation of Entrepreneurial education in public and private secondary schools Rivers State?

Hypotheses

The following hypotheses at 0.05 level of significance were tested in the study:

1. There is no significant difference between public and private schools in the level of adequacy achieved in the implementation of Entrepreneurial education in public and private secondary schools in Rivers State.
2. There is no significant difference between public and private schools in the challenges to effective implementation of Entrepreneurial education in public and private secondary schools Rivers State.

METHODOLOGY

The design of the study was descriptive survey. The population of the study was all the 515 principals and entrepreneurship education teachers in all the public and private secondary schools in Rivers State. There were 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 sampled for the study using stratified random sampling technique. Data for the study was collected using a 10 items questionnaire titled “Challenges to the Implementation of Entrepreneurship Education in Public and Private Secondary Schools Questionnaire” (CIEPPSSQ). The questionnaire was validated by two experts in Test and Measurement, from the Department of Psychology, Guidance and Counselling, University of Port Harcourt. Cronbach Alpha was used to estimate the reliability of the questionnaire with reliability co-efficients of 0.77 and 0.72 for the two clusters of the questionnaire respectively. Research questions raised were answered using mean and standard deviation 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 the implementation of Entrepreneurial education in public and private secondary schools in Rivers State?*

Table 1: Mean assessment of the level of adequacy in the implementation of Entrepreneurial subjects in public and private secondary schools

SN	Implementation indicators	Public Schools (199)			Private Schools (159)		
		Mean	SD	Rmks	Mean	SD	Rmks
1	Regular attendance of teachers to the teaching of Trade/Entrepreneurial subjects	3.11	.32	MA	2.83	.58	MA
2	Involvement of students in practical excesses in entrepreneurial subjects	2.88	.74	MA	2.93	.64	MA
3	Coverage of schemes for Trade/Entrepreneurial subjects on schedule	2.99	.65	MA	3.01	.58	MA
4	Regular and effective evaluation of teaching activities in Trade/Entrepreneurial subjects	3.12	.57	MA	2.92	.78	MA
5	Participation of students in class during Trade/ Entrepreneurial subjects	3.21	.79	MA	3.00	.71	MA
Aggregate mean		3.06	.39	MA	2.94	.31	MA

This research question examined the level of adequacy in the implementation of entrepreneurial education with regards to how some core instructional activities are carried out. The result of data analysis which addresses this is presented in Table 1. This Table shows mean and standard deviation (SD) assessment of

the level of adequacy in teacher class attendance, use of practical exercise, coverage of scheme, regular and effective evaluation and level of student participation. The mean assessments for all these implementation activities falls within the moderate range for both private and public schools (see mean and remarks in Table 1). The SD ranged between 0.31 and 0.76 for private schools and between 0.32 and 0.79 for public school. This shows a relatively low deviation. This evidence is a clear indication that entrepreneurial education is being implemented in private and public schools to a moderately adequate level.

Research Question Two: *What are the challenges to effective implementation of Entrepreneurial subjects in public and private secondary schools in Rivers State?*

Table 2: Mean and SD of respondents' assessment of the challenges to effective implementation of Entrepreneurial subjects in private and public secondary schools in Rivers State

SN	Challenges	Public Schools (199)			Private Schools (159)		
		Mean	SD	Rmks	Mean	SD	Rmks
6	Lack of Instructors, facilitators and workshop attendants) for Trade/Entrepreneurial subjects	2.66	0.97	Agree	3.09	0.83	Agree
7	Inadequate provision of funds to support entrepreneurial education activities	2.41	0.93	Disagree	2.34	0.86	disagree
8	Inadequate supply of trained entrepreneurial teachers	3.11	0.83	Agree	3.01	0.90	Agree
9	Inadequate supply of entrepreneurial equipment and functional workshops	2.90	0.77	Agree	3.11	0.87	Agree
10	Lack of motivation for entrepreneurial teachers	2.90	0.80	Agree	3.00	0.88	Agree
	Aggregate mean	2.86	0.86	Agree	3.07	0.87	Agree

Data in Table 2 show that all the items (6-10) had weighted mean scores above the criterion mean of 2.50 and were adjudged as the challenges to effective implementation of entrepreneurial education in Rivers State public and private secondary schools. In summary, with an aggregate weighted mean of 3.07 and 2.86 for both private and public schools which is above the criterion mean of 2.50, the respondents agreed that these are challenges to effective implementation of entrepreneurial education. These challenges are lack of trained entrepreneurial teachers, instructors, facilitators and workshop attendants, inadequate supply of equipment/workshop and poor teacher's motivation.

Test of Hypotheses

HO₁: There is no significant difference between public and private schools in the level of adequacy achieved in the implementation of Entrepreneurial education in public and private secondary schools in Rivers State.

Table 3: Mean and z-test of different between public and private secondary schools in the level of adequacy in the implementation of entrepreneurial education in secondary schools

Schools	n	Mean	SD	df.	z-value	2-tailed sig. value	Decision
Public	199	2.94	.31				Significant
Private	159	3.06	.39	356	-2.88	0.000	(Reject Ho ₃)

The result in Table 3 shows that the z-test of differences between the mean of 2.94 for private schools and 3.06 for public has yielded a z-calculated value of -2.88 which is significant at a 2-tailed significant value of 0.000. Since this obtained significant value is lower than 0.05 alpha value, the null hypothesis which says there is no significant difference is rejected. From the z-means in Table 3, it is clear that entrepreneurial education is significantly more adequately implemented in private than in public schools judging by their mean scores of implementations.

HO₂: There is no significant difference between public and private schools in the challenges to effective implementation of Entrepreneurial education in public and private secondary schools Rivers State.

Table 4: Summary of z-test analysis on the mean scores of public and private secondary schools on the challenges for effective implementation of entrepreneurship education

Schools	n	Mean	SD	Level of sig	z-cal	z-critical	df	Decision
Public	199	2.86	0.86	0.05	2.28	1.96	358	Significant (Reject Ho ₄)
Private	159	3.07	0.87					

$$P < 0.05$$

Data on the Table 4 shows the mean, standard deviation and z-test of difference between the mean scores of public and private secondary schools on the challenges to effective implementation of entrepreneurship education. The calculated z-test value used in testing hypothesis stood at 2.28, while z-critical value stood at 1.96.

At 0.05 level of significance and 358 degrees of freedom, the calculated z-value of 2.28 is greater than the z-critical value of 1.96. Hence there is a significant difference between the responses of the respondents. Consequently, the researcher rejected the null hypothesis, and concluded that there is a significant difference in the mean scores of opinions of principals and entrepreneurship education teachers in public and private secondary schools on the challenges to effective implementation of entrepreneurship education. From the result in Table 4.10, it is clear that the mean of private schools is greater than that of public schools. This means that the challenges confronting the implementation of entrepreneurial education are significantly higher in private schools when compared with public schools.

DISCUSSION OF FINDINGS

Implementation of entrepreneurial education activities

In this study, the researcher also examined the extent to which entrepreneurial education programme can be considered to have been adequately implemented in public and private secondary schools in Rivers State. Entrepreneurial education implementation activities of regular teacher class attendance, use of practical exercise, coverage of scheme, regular and effective evaluation and level of student participation are being carried out to a moderate extent in both public and private secondary schools. The test of hypothesis even revealed that entrepreneurial education is significantly more adequately implemented in public schools than in private schools. This evidence is supported by Afangideh and Obunadike (2009) in their assessment of the status of implementation of entrepreneurial education in secondary schools in Akwa Ibom State.

This evidence should be expected, considering that it is rare to see people assessing themselves as non-performing in a self-assessment study. So, this moderate performance can be considered as not doing well in the real sense. The revelation that public schools are performing significantly better than private schools is however surprising, since in most cases, it is the private schools that try to impress the public so as to attract more patronage by introducing varieties of vocational activities.

Challenges inhibiting effective implementation of entrepreneurship education in Rivers State

This study has discovered that lack of trained entrepreneurial teachers, instructors, facilitators and workshop attendants, inadequate supply of equipment/workshop and poor teacher's motivation are the challenges to effective implementation of entrepreneurial education in public and private secondary schools in Rivers State. In the comparison of public and private schools on this issue, it was found that challenges confronting the implementation of entrepreneurial education are significantly higher in private schools when compared with public schools.

According to Maduagwu and Nwogu (2006) ill-equipped schools cannot give the teacher/student enough moral to learn efficiently. Reward and incentives motivate individuals to perform their jobs, these rewards are often made in monetary forms. There is no doubt that the morale of our teachers is generally low. His findings agree with the present study. Ikediugwu (2009) argued that poor monitoring and supervision is also major challenge to entrepreneurship education.

Furthermore, Afangideh and Obunadike (2009) examined the status of entrepreneurship education in secondary schools in Akwa Ibom State. His findings revealed that public and private secondary school principal agreed on what constitutes challenges in the implementation of the entrepreneurship education programme in secondary schools. This implies that challenges towards proper teaching of entrepreneurship education in secondary school concerns both private and public schools. When adequate attention is given to teacher's welfare and properly trained teachers employed, it will enhance entrepreneurship education.

CONCLUSION

The following conclusion was made:

Entrepreneurship education was adequately implemented in both public and private secondary schools in Rivers State. However, it was more implemented in public secondary schools with mean value of 3.06 than private secondary schools with mean value of 2.94 respectively.

RECOMMENDATIONS

The following recommendations were made in line with the findings of the study:

1. There should be provision of adequate facilities that will enhance the teaching of entrepreneurship education in secondary schools.
2. Teachers should be adequately motivated. This is because; they are the life wire of any successful educational outcome, especially entrepreneurship education that will bring about sustainable economic development.

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