



## **Managing Entrepreneurial Studies For Educational Goals Achievement In Rivers State**

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### **ABSTRACT**

This study investigated the level of educational goals achievement with the teaching of entrepreneurial studies at secondary school in Rivers State.. The descriptive survey design was adopted for the study. The population of the study consists of 8025 male and female secondary school subject teachers and principals from all the approved 247 Public and 282 Private Secondary Schools across the three Senatorial zones in Rivers. The sample involves 145 principals and 280 subject teacher who were selected through stratified random sampling technique. Data was collected using a structured questionnaire titled “Entrepreneurial Studies and Educational Goals Achievement Questionnaire (ESEGAQ) and analyzed using simple percentage, mean and standard deviation, and Z-test statistics at 0.05 alpha level of significance. The finding of the study showed that Vocational education, technical education, science education and commercial education constitutes entrepreneurial studies for secondary educational goal achievement in Rivers state are; Government tiers, multinational corporations, well-meaning individuals, small scale businesses and parents should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state, Equipment inadequacy, inadequacy of qualified teachers and poor attitude towards entrepreneurship education are factors militating against entrepreneurship education in Rivers State. Based on the findings, it was recommended among others that the Curriculum planners should inculcate entrepreneurial studies into the school curriculum, Educational planners should ensure that aspects of entrepreneurial studies should be inculcated into social studies, Schools should ensure that students are taught how to set up small scale businesses from tender ages.

**Keywords:** Entrepreneurial, managing, Goals, Achievement, Education

### **INTRODUCTION**

Globally, education is believed to provide knowledge and resources that holds potentials for economic empowerment for better livelihood and social development. Education equally has played vital roles in the development and modernization of Nations. However, development and modernization are preceded by policy statements and strategies which must be carefully implemented to achieve set goals.

Many developmental efforts on educational goals has been achieved as a result of all or some of these factors. Japan is an electronic world power today because it was able to reposition its educational system after World War (II) when it was devastated by the atomic device of 1946 which the allied forces dropped on two of its cities – Hiroshima and Nagasaki. American educational system responded to the Russian space scientific race and within ten years the Americans were able not only to send a man to the moon,

but were able to overtake the Russians. The Asian tigers are on the fast lane of scientific and social modernization simply because their educational system was aptly repositioned to respond to the challenges of the 21<sup>st</sup> century. For this reasons, access to education has been the prime objective of most people. This explains why education is seen as a fundamental human right (Egenti & Omoriyi, 2011).

Entrepreneurial studies are focused on developing youth with passion and multiple skills. It aims at reducing the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. It is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunities, as well as organize and start a new business venture (Brown, 2000). It is equally the training of individuals to understand and develop key entrepreneurial attributes, skills and behaviors; such as creativity, innovativeness, quick decision-making and risk taking. These key entrepreneurial skills are not only relevant to those who have interest in starting and growing their own business, but to all as these skills are necessary in the work place, their daily activities, managing the home and to the society at large. It is important to note that as learning never ends, so should entrepreneurial studies never end; because successful entrepreneurs continues throughout the life time of their business or investments. The entrepreneur exploits the factors of production usually at his/her own risk even more so than his/her own benefit.

Essia (2012) sees entrepreneurial studies as a dynamic and social process where individuals solely or in cooperation with others, identify possibilities and utilize them to transform ideas into practical and goal oriented activities in a social, cultural or economic context. It involves inculcation of a wide range of skills and attributes, including the ability to think creatively, work in teams, manage risk and handle uncertainty. This is underpinned by the recognition that changing mindset is part of the entrepreneurial pipeline which starts in education and runs through research to running enterprises. But though, the importance of education for entrepreneurial or enterprising behavior has been widely acknowledged by the systematic incorporation of entrepreneurial training in formal education which has not achieved so much globally. However, there is a renewed interest in the application of action learning or entrepreneurial training in formal education. This shift has been stimulated by criticism of the static, content oriented approach as inappropriate to the changing demand of the new knowledge societies for versatile, multi-skilled workers who can “learn”, “know”, “do” and “act responsibly” at the same time.

Trained manpower in the applied science, technology, commerce and the sub-professional grades; raise a generation of people who can think for themselves, respect the views of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens; and to provide technical and vocational skills necessary for agricultural, industrial, commercial and economic development. To achieve these goals of secondary education which includes; (a) a free and democratic society; (b) a just egalitarian society; (c) a united, strong and self-reliant nations; (d) a great and dynamic economy; (e) a land full of bright opportunities for all citizens, students need to be taken through a learning process that inculcates in them the abilities and skills that prepare them for entrepreneurship which enables them to put into use the knowledge acquired.

To achieve the vision 20:20:20 objectives, we must not only teach entrepreneurship in our secondary institutions, but we should also be ready to practise entrepreneurship (Adesulu, 2010). Nigeria’s vision 20:20:20 is a mental picture of the future of the nation representing improvements on the status quo such that by 20:20, Nigeria will be one of the 20 largest economies in the world able to consolidate its leadership role in Africa and establish itself as a significant player in the global economy and political arena (Federal Government of Nigeria, 2008). Functional development of entrepreneurial studies will prepare the individual for a work life, increased productivity and ability to market his product profitably. Entrepreneurial skills and functional trade are key components of secondary education curriculum as presented by Orji (2011) who noted that the new secondary education curriculum builds on gains of the Basic Education.

Entrepreneurial studies also encourages and entices individuals to take the risk of starting a business; leading to the establishment of micro and small enterprise, that are the major drivers of growth in advanced and emerging economics (Leitch & Harrison, 1999). The implications of this growing need for

entrepreneurs and the pressure it puts on formal education are two folds: Firstly, the teaching techniques must be restructured to include process – oriented approaches, because entrepreneurial studies calls for more workplace interactions and action-learning, which underscores the importance of internship, fieldwork and learning by doing. But formal education is still a core component of the enterprise culture. Secondly, there is need for an expanded definition of the learning arena itself and of the role of educational institutions goal achievement particularly at the secondary schools.

Eburajolo (2006) asserted that a nation that develops the most competent and productive manpower is likely to enjoy real competitive advantage over others in a globalized world. As a matter of priority, a nation must therefore pay close attention to developing quality manpower for sustainable development and set them on motion for economic, social and potential growth.

The National Policy on Education (NPE) in Nigeria recognizes education as an instrument “Par Excellence” for effecting national development. Thus, the NPE specifies the academic goals to be achieved at each level of education. The Federal Republic of Nigeria (FRN, 2004), section 5 states some of the goals of secondary education as that of providing curriculum and targets all-round development of every individual students. That is, it involves preparation for higher education; functional trade and entrepreneurial skills, and strengthening of ethical, moral and civic values.

As entrepreneurs are so important to our economy and the success of small business depends very much on entrepreneurial training (Ladzani & Van Vauron, 2002), should schools be responsible for cultivating students with suitable entrepreneurial spirit and skills. There are criticisms nowadays that young people lack the skills necessary for the workplace, and many employers complain that the school system does not prepare our youth for employment (Zemsky, 1994, Saul, 1998; Chang, 2002). Entrepreneurial studies is a study designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture (Brown, 2000). It is an educational programme that is focused on impacting students with issues on entrepreneurship (Gorman, Hanlon, and King, 1997).

Entrepreneurial skills development is premised on the belief that a body of knowledge, aptitude, attitude and skills could be learnt and applied by students who are reasonably motivated. It recognizes the fact that many students have the potentials or the invisible talents that can fit into the role of entrepreneurs through such programmes (Okorie & Ememe, 2009).

UNESCO (2008), stated that the development of entrepreneurial studies will in no mean measure achieve the following:

- To empower students with the competencies and skills necessary to prepare them to respond to their life needs including running their own business, so that they become productive citizens.
- To nurture and develop entrepreneurial characteristics in students and encourage students to become entrepreneurs.
- To develop innovation in students and to develop their skills to identify, create, imitate and successfully manage personal, community, business and work opportunities.
- To raise the level of awareness among key stakeholders of entrepreneurship and enterprise creation as a viable and realistic option for students career development.
- To raise the awareness that entrepreneurship is not about reading books or writing essays.
- To focus on the idea of creating an entrepreneurial culture.

To allow students demonstrate entrepreneurship through entrepreneurial practices as well as the study of entrepreneurship etc.

### **Educational Goals Achievement**

According to NPE (1981), the 6-3-3-4 system of education was designed to serve as a launching pad for Nigeria’s scientific and technological revolution and modernization. The six years of secondary education (3 years for junior secondary level and 3 at senior secondary level) is meant to equip the learners with skills which could impact positively on Nigerian economy. It was hoped that in addition, the policy, if

well implemented, would have reduced unemployment among the army of unemployed youths in Nigeria but the opposite was the case.

As of today, of the social problems facing the nation is that of unemployment. Most Nigerian unemployed youths have “passed through secondary schools without acquiring any relevant skills for either gainful employment or be self-employed” (Amaewhule, 2007). The rise in crime level cannot be unrelated to unemployment. Amaewhule (2007) has also noted that one of the reasons for unemployment in Nigeria is producing people whose skills are at variance with the needs of the world of work as against the philosophy of the 6-3-3-4 system of education.

Ironically too, year after year, the Nigerian cities and villages are flooded with secondary school graduates who have practically no skills to sell or employ. The result is what we have today – the overcrowded unemployment market all of which are indicators of non-attainment of the goals of the nation educational policies at the secondary school level as envisioned by the policy document.

Entrepreneurial studies in Nigeria is a career course in transition. Stakeholders in education have initiated it but the destination is still far going by many factors facing it.

All efforts made in establishing the 6:3:3:4 system of education and with major objectives in achieving functional entrepreneurial studies is nothing to write home about. Osaat (2011) stated that education in Nigeria today has been examination focused and oriented and little on the student’s career aspiration. This is due to the fact that, there are factors militating against entrepreneurial studies. A good number of school leavers have always occupied the street looking for one job or the other. School leavers have continuously come out of school and have become jobless after spending so many years in the school system. Hence, education which is the spring board for job opportunities and wealth creation seems to be falling apart. One of the greatest factors militating against entrepreneurial studies in Nigeria is inadequacy of facilities and equipment for teaching learning of the subject. Business and every aspect of education in the world is technology driven with most critical changes occurring in the area of information and communication technology (ICT). Unfortunately, these facilities and equipments are absence in our institutions even some that are in schools are obsolescence. One of the basic principles that should guide entrepreneurial studies is that teachers of entrepreneurial causes/subjects should be experts in the use of modern day business equipment but where are these facilities. **Inadequacy of quality teachers:** Entrepreneurial studies expected to prepare learners to be creative and productive citizens and nation builders, therefore, teachers implement the curriculum in the classroom are supposed to be competent in different skills and delivery methods. A learner can only be creative and productive when guided by experts who possess practical skills. Though there is need for entrepreneurial studies since Nigeria is lacking the manpower in the school system that can effectively bring about educational goals achievement at various levels of education in the country.

1. **Inadequate instructional materials:** Instructional materials are all forms of information carriers that can be used in recording, storing and transmitting or retrieving information for the purpose of teaching and learning. Regrettably, instructional materials used in teaching entrepreneurial education in Nigeria are not adequate enough to address modern trends of skill acquisition in the society. There are lacks of quality entrepreneurial textbooks in Nigerian schools even the teaching methods in use does not suit the practical aspect of entrepreneurial studies.
2. **Poor attitude to technical and vocational education:** Entrepreneurial studies cut across different technical and vocational areas. Poor societal attitude to vocational and technical education pose a big problem to entrepreneurial studies. Despite government efforts in enhancing technical and vocational education, it is still perceived as the form of education for the under-privileged children.
3. **Security Issues:** When there is no guarantee of security of lives and properties, it is difficult to run a successful venture.
4. **Unstable political system:** The various crises rocking the various governments at the three tiers of government causes uncertainty and increases the risk associated with investments.

5. **Energy crisis:** This need no further explanation. So many manufacturing firms have shut down due to their inability to compete with foreign products. The reason is not far fetched, it is expensive running a factory with generators. In organized societies, generators are used as back-up plants to avoid disruptions in production process whenever there is power failure. The reverse is the case in Nigeria. Generators are the main source of electricity supply is still a fairy tale.
6. **Poor Transportation System:** The transportation system in Nigeria is quite poor. The roads are full of pot-holes, the railway system is not functioning anymore, the waterway is undeveloped while the air transport system is in crisis. It is therefore expensive moving both raw materials as well as finished products from one point to another.

### **Statement of the Problem**

Entrepreneurial education all over the world has been accepted as critical for national development. It is also seen as a functional education which can be used as a panacea for unemployment, poverty eradication and national security because education has remained the major instrument for national development. The increasing rate of unemployment in Rivers state and Nigeria at large has made the government to adopt and place emphasis on entrepreneurial education which is aimed at producing individuals who are productive and self-reliant. Hence, the need to equip these individuals with entrepreneurial skills becomes more relevant at this level of their educational pursuit. Education policy has equally advocated that entrepreneurship education and training should be part of the curriculum. But, it is regrettable to note that despite huge government spending on the programme, progress seems to be slow in the implementation of this laudable academic innovation especially at the secondary school level. Most Nigerian unemployed youths passed through secondary` schools without acquiring any relevant skills for either gainful employment or be self-employed. The rise in crime level may not be unconnected to unemployment with its multi-variant and national consequences of poverty, insecurity social unrest, school dropout, indiscipline in the society and schools, destruction and `vandalization of public and private properties, etc. The main thrust of this study is to find out the level of educational goals achievement with the teaching of entrepreneurial studies at secondary school in Rivers state.

### **Purpose of the Study**

The purpose of the study is to investigate the level of educational goals achievement with the teaching of entrepreneurial studies at secondary school in Rivers State. The study specifically sought to:

1. Find out those areas of studies that constitute entrepreneurial studies for secondary education goals achievement in Rivers state, Nigeria.
2. Ascertain those responsible to enhance entrepreneurial studies for secondary education goal achievement in Rivers state, Nigeria.
3. Examine the factors that militate against entrepreneurial studies for secondary educational goal achievement in Rivers state, Nigeria.

### **Research Questions**

The following research questions guided the study;

1. What constitute entrepreneurial studies for secondary educational goals achievement in Rivers state of Nigeria?
2. Who should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state, Nigeria?
3. What factors militate against entrepreneurial studies for secondary education goals achievement in Rivers state of Nigeria?

### **METHODOLOGY**

The study adopted descriptive survey design.. The population of the study consists of 8025 male and female secondary school subject teachers and principals from all the approved 247 Public and 282 Private Secondary Schools across the three Senatorial zones in Rivers. The sample involves 145 principals and 280 subject teacher who were selected through stratified random sampling technique. The

instrument for obtaining primary data was a questionnaire entitled: Entrepreneurial Studies and Educational Goals Achievement Questionnaire (ESEGAQ). The questionnaire was designed in a four point rating scale with four response options such as: strongly Agree (SA), Agreed (A), Disagreed (DA) and Strongly Disagreed (SD). To determine the content and face validity of the questionnaire, the instrument was submitted to one experts in Measurement and Evaluation and one in Business Education Department in Rivers State University. Their comments and responses were used to effect corrections on the final copy of the questionnaire before administration to the respondents. The reliability of the instrument was determined through test-re-test method. The questionnaire was administered twice to secondary school teachers Bayelsa State to which two set of scores were correlated using Pearson Product Moment Correlation Coefficient (r) to determine the reliability of the instrument. A coefficient of 0.88 was obtained which indicates high level of reliability. A total of four hundred and eighty copies of the questionnaire were administered. The data collected which was based on the research questions that guided the study were analyzed, using the mean statistics and standard deviation while the hypotheses were tested using Z-test at 0.05 level of significance. A mean of 2.50 and above was considered high extent and any mean less than 2.50 were considered low.

**RESULTS**

**Research Question 1:** *What constitute entrepreneurial studies for secondary educational goals achievement in Rivers state of Nigeria?*

**Table 1:** Frequency, Weighted Mean Scores, Standard Deviation and Rank Order on respondents opinion on; what constitute entrepreneurial studies for secondary educational goals achievement in Rivers state of Nigeria

S/N	ITEM	SA	A	SD	D	ΣX	$\bar{X}$	SD	Remarks
1.	Vocational education	264	68	33	19	1346	3.50	1.87	Accepted
2.	<b>Technical education</b>	304	60	24	36	1426	<b>3.7</b>	1.92	Accepted
3.	Social studies	11	15	325	33	772	2.0	1.4	Rejected
4.	Science education	231	110	27	16	1324	3.44	1.85	Accepted
5.	Commercial education	267	91	20	6	1387	3.6	1.89	Accepted

Table 1 indicates that items, 1, 2, 4, and 5 have means of 3.50, 3.85, 3.44 and 3.56 respectively. These means are above the criterion mean of 2.50. While item 3 has mean: f 2.0. This mean are below the criterion mean.

The above shows that vocational education, technical education, science education and Commercial constitute entrepreneurial studies for secondary educational goals achievement in Rivers state are;

**Research Question 2:** *Who should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state?*

**Table 2:** Frequency, Weighted Mean Scores, Standard Deviation and Rank Order on respondents' opinion on; who should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state.

S/N	ITEM	SA	A	SD	D	ΣX	$\bar{X}$	SD	Remarks
1.	Government tiers	249	111	5	19	1358	3.53	1.87	Accepted
2.	Multi-national corporation	301	64	13	6	1428	<b>3.72</b>	1.92	Accepted
3.	Well-meaning individuals	284	59	23	18	1297	3.37	1.83	Accepted
4.	Small scale businesses	116	203	24	41	1162	3.02	1.73	Accepted
5.	Parents and guidance	231	94	22	37	1287	3.35	1.8	Accepted

Table 2 indicates that items, 1, 2, 3, 4, and 5 have means of 3.53, 3.72, 3.37, 3.02 and 3.35 respectively. These Means are above the criterion mean of 2.50. These show that; government tiers, Multinational Corporation, well-meaning individuals, small scale businesses and parents should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state?

**Research Question 3:** *What factors militate against entrepreneurial studies for secondary education goals achievement in Rivers state?*

**Table 3:** Frequency, Weighted Mean Scores, Standard Deviation and Rank Order on respondents opinion on; factors militate against entrepreneurial studies for secondary education goals achievement in Rivers state.

S/N	ITEM	SA	A	SD	D	ΣX	$\bar{X}$	SD	Remarks
1.	Equipment inadequacy	109	212	24	39	1159	3.0	1.73	Accepted
2.	<b>Inadequacy of qualified teachers and experts</b>	233	102	12	37	1299	<b>3.38</b>	1.83	Accepted
3.	Poor attitude to technical and vocational education	267	81	22	14	1068	2.78	1.66	Accepted
4.	Insecurity	64	91	43	186	801	2.08	1.44	Accepted
5.	Energy crisis	57	78	119	130	830	2.16	1.46	Accepted

Table 3 indicates that items, 1, 2, and 3 have means of 3.0, 3.38 and 2.78. These Means are above the criterion mean of 2.50. While items 4 and 5 have the following means; 2.08 and 2.16 these means are below the criterion mean.

The above shows that factors militating against entrepreneurial studies for secondary education goals achievement in Rivers state are; equipment inadequacy, inadequacy of qualified teachers and poor attitude towards entrepreneurship education

**Test of Hypotheses**

**Hypothesis 1:** There is no significant difference between the mean responses of teachers in the urban centers and teachers in the rural areas on what constitutes entrepreneurship studies for secondary school goal achievement in Rivers State.

**Table 5:** z-test statistics of mean difference of teachers in the urban centers and teachers in the rural areas on what constitutes entrepreneurship studies for secondary school goal achievement in Rivers State

S/N	Variables	NO.	Mean	SD	DF	SL	Z-cal	Z-erit.	Remarks
1.	Respondents in the rural areas	180	16.91	9.17	2	0.05	0.42	1.96	Accepted
2.	Respondents in the urban areas	204	16.52	9.07	382				
	<b>Total</b>	<b>384</b>			<b>384</b>				

Table 5 shows that at 0.05 significant level and 382 degree of freedom, the calculated z-value is 0.42 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of respondents in rural areas and respondents in urban areas on what constitutes entrepreneurship studies for secondary school goal achievement in Rivers State.

**Hypothesis 2:** There is no significant difference between the mean responses of male respondents and female respondents on who should enhance entrepreneurship studies for secondary school goal achievement in Rivers State.

**Table 6:** z-test statistics of mean difference of male teachers and female teachers on who should enhance entrepreneurship studies for secondary school goal achievement in Rivers State.

S/N	Variables	NO.	Mean	SD	DF	SL	Z-cal	Z-erit.	Remarks
1.	Male teachers	156	17,76	9.39	2				
2.	Teachers in the urban areas	204	16.52	9.07	382	0.05	0.03	1.96	Accepted
	<b>Total</b>	<b>384</b>			<b>384</b>				

Table 6 shows that at 0.05 significant level and 382 degree of freedom, the calculated z-value is 0.03 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of male respondents and female respondents on who should enhance entrepreneurship studies for secondary school goal achievement in Rivers State.

**Hypothesis 3:** There is no significant difference between the mean responses of respondents in the urban areas and respondents in the rural areas on factors that militate against entrepreneurship studies for secondary school goal achievement in Rivers State

**Table 7:** z-test statistics of mean difference of respondents in urban areas and respondents in the rural areas on factors that militate against entrepreneurship studies for secondary school goal achievement in Rivers State.

S/N	Variables	NO.	Mean	SD	DF	SL	Z-cal	Z-erit.	Remarks
1.	Teachers in the rural areas	180	16.91	9.17	2	0.05	0.03	1.96	Accepted
2.	Female Teachers	228	17.73	9.38	382				
	<b>Total</b>	<b>384</b>			<b>384</b>				

Table 7 shows that at 0.05 significant level and 382 degree of freedom, the calculated z-value is 0.42 while the table value is 1.96. Since the calculated z-value is less than the table value, the null hypothesis is accepted. This means that no significant difference exists between the opinions of respondents in rural areas and respondents in urban areas on what constitutes entrepreneurship studies for secondary school goal achievement in Rivers State.

**Summary of Findings:**

1. Vocational education, technical education, science education and commercial education constitutes entrepreneurial studies for secondary educational goals achievement in Rivers state are;
2. Government tiers, multinational corporations, well-meaning individuals, small scale businesses and parents should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state?
3. Equipment inadequacy, inadequacy of qualified teachers and poor attitude towards entrepreneurship education are factors militating against entrepreneurship education in Rivers State.

**DISCUSSION OF FINDINGS**

**Constituents of entrepreneurial studies for secondary education goal achievement**

The first finding of this study is that, vocational education, technical education, science education and commercial constitutes entrepreneurial studies for secondary educational goals achievement in Rivers state. Vocational education is among the bed rock of modern development. It helps to develop human resources and make them more productive. This study found out that it is part of entrepreneurial studies.



This finding negates the position of Drucker (1985) who stated while commenting on the contribution of vocational training to national development, that Nigeria has not been able to tap from vocational education. Drucker (1985) may have held this position given that vocational schools in Nigeria nowadays have been neglected and relegated by both the government and other stake holders. However, this finding is in line with Dike (2005), who noted that what is lacking is the absence of well-equipped technical and vocational institutions which according to him is the missing link.

Technical education which is an aspect of education that leads to the acquisition of practical and applied skills as well as basic scientific knowledge has been established by this study as a constituent of entrepreneurial studies. It is not uncommon to hear names of some colleges like government technical college (GTC) and craft center. These are technical schools aimed at imparting technical skills to students.

Science education has also been found to be part of entrepreneurial studies. According to European Commission (2003), science education is very important to the development of my nation. It comprises three subjects namely; biology, chemistry and physics. Prince (10) opined that over the years, there has been low enrolment of these courses by students of our secondary institutions. This situation may be as a result of dearth of adequate and qualified science teacher in our schools and there has been the problem of brain drain given that most science teachers have left the shores of the country to other nations of the world in search of greener pasture given the low prestige of (science) teachers in the country.

#### **Those that enhance entrepreneurial studies for secondary education goal achievement**

This study found out that government tiers, Multinational Corporation, well-meaning individuals, small scale businesses and parents should enhance entrepreneurial studies for secondary educational goals achievement in Rivers state.

Arogundade (2011) stated that the role of the government became significant after the Nigeria civil war. According to him beginning from 1980s also, there has been increased commitment of the government to entrepreneurship development. For example, the federal government of Nigeria flagged off the National Directorate of employment (NDE), National Open apprenticeship Scheme (NOAS), Small and Medium Enterprise Development Association of Nigeria (SMEDAN) etc. these are all geared towards promoting entrepreneurial culture and initiatives. This finding however, is a negation of Essia (2012), who stated that the Nigerian government has not done anything to encourage entrepreneurship in Nigeria. Again, Essia's position may not be completely out of place given that these programmes have little benefits to the secondary school students who should be the main target if the nation hopes to develop through entrepreneurial drive.

Adenipekun (2004) opined that multinational corporations such as Total, SPDC etc have been in the forefront in encouraging entrepreneurial studies. In this regards, he stated that they have not only provided funds for entrepreneurship, they have also invested heavily in research and development (R and D) and innovation. Some have shouldered large fixed costs to set up subsidiaries in the state and are unlikely to leave with any haste. They have also provided scholarship opportunities and other assistants aimed at encouraging young entrepreneurs to students in their host communities' for small and medium scale enterprises. Also, some commercial banks have made credit facilities accessible for students who wish to go into areas like agriculture.

Most parents and guidance today are interested and committed to making sure that their wards are interested in entrepreneurial studies given the high level of awareness of the immense benefits of entrepreneurship the world over today. Well-meaning individuals also encourage entrepreneurship in the state. For example, Dumo Lulu Brigs foundation in partnership with Google organized a workshop both for out of school youths and students. Many schools have admitted that some good spirited individuals have being coming to schools to encourage them by donating entrepreneurial equipments and gadgets.

#### **Factors that militate against entrepreneurial studies for secondary education goal achievement**

Equipment inadequacy, inadequacy of qualified teachers and poor attitude towards entrepreneurship education are factors militating against entrepreneurship education in Rivers State. While commenting on the current state of education in Nigeria, Osaat (2011) stated that "today education in Nigeria is

examination and result oriented and focused". This is why many young school leavers occupy the street in search of non-existing jobs. One factor responsible for this state of affairs is inadequacy of facilities and equipments for entrepreneurial studies as discovered by this study. This finding is collaborated by Asodike (2009), who noted that "every aspect of education in the world today is technology driven with most critical changes occurring in the area of information and communication technology (ICT). She also noted that unfortunately, those facilities and equipments in Nigeria are absent and the once available are inadequate and obsolete. Also, inadequacy of qualitative teachers to man entrepreneurial studies is another factor. As noted by Herman et al (2005), basic principle of entrepreneurial studies is that teachers of entrepreneurial studies should be experts in their fields and in use of modern day equipments and facilities. Teachers are implementers of the curriculum therefore, they should be competent in delivery method, etc.

This study established that most teachers in secondary schools in the state are not entrepreneurship driven. How then would they impact the culture in their students? Some also lack the knowledge of basic skills needed for entrepreneurship. This again questions the role of the government in training and re-training of teachers. This finding agrees with Gormen et al (1997) who stated that entrepreneurship has to do with being creative but that a learner can only be creative when guided by experts who possess the requisite skills. Again, dearth of instructional materials is a factor that militates against entrepreneurial studies. This is similar to the issue of non-availability of facilities and equipments. In addition, there are lack of quality entrepreneurial books in Nigeria schools.

Lastly, the findings of this study show that there has been poor attitudinal disposition towards some aspects of entrepreneurial studies by students in secondary schools in the state. The aspects include technical and vocational education. Some students feel that vocational studies are meant for those who cannot benefit from the process of reading and writing. Also, the society poses a big problem despite government's effort in enhancing vocational education. "Some members of the society perceive vocational education as that which should be for the under-privileged children" (Sakamota et al 1995).

### **Summary of the Study**

Entrepreneurial Studies are focused on developing youths with passion and multiple skills. It aims at reducing the risk associated with entrepreneurship thought and guides the enterprise successfully through its initial stage to the maturity stage. It is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunities, as well as organize and start a new business venture (Brown, 2000). It is equally the training of individuals to understand and develop key entrepreneurial attributes", skills and behaviors; such as creativity, innovativeness, quick decision-making and risk taking. These key entrepreneurial skills are not only relevant to those who have interest in starting and growing their own business, but to all as these skills are necessary in the work place, their daily activities, managing the home and to the society at large. It is on this premise that this research was carried out to find out what constitute entrepreneurial studies, those who enhance entrepreneurial studies, factors that militate against entrepreneurial studies and strategies adopted to enhance entrepreneurial studies.

### **CONCLUSIONS**

Based on the purpose and findings of the study, it could be concluded that;

1. The factors that constitute entrepreneurial studies for secondary educational goals achievement are adequate in secondary schools in Rivers State.
2. Those that should enhance entrepreneurial studies for secondary education goals achievement in Rivers State are committed to entrepreneurial studies
3. The factors that militate against entrepreneurial studies for secondary education goals achievement in Rivers State are not too difficult to surmount.
4. Appropriate strategies are been put in place to enhance entrepreneurial studies for secondary education goals achievement.

## **RECOMMENDATIONS**

Based on the purpose, findings and conclusions of this study, the following recommendations are made

1. Curriculum planners should inculcate entrepreneurial studies into the school curriculum
2. Educational planners should ensure that aspects of entrepreneurial studies should be inculcated into social studies.
3. Schools should ensure that students are taught how to set up small scale businesses from tender ages.

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