

MANAGEMENT OF ENTREPRENEURSHIP EDUCATION AT THE POST-BASIC EDUCATION LEVEL IN ENUGU STATE: IMPLICATIONS FOR EMPLOYMENT GENERATION

Chukwu, Leo C. & Eze, Thecla A.Y.

*Department of Educational Management,
Enugu State University of Science and Technology (ESUT),
Agbani, Enugu*

Abstract

The study examined the management of entrepreneurship education at the post-basic education level in Enugu State and the implications for employment generation. Two research questions guided the study. Descriptive survey research design was adopted for the study using an 18-item, researcher developed instrument tagged; Managing Entrepreneurship Education at the Post-Basic Education Level Questionnaire (MEEPBELQ). The population for the study consisted of all the 314 principals of all the 314 secondary schools in Enugu State. No sampling was carried out because of the manageable size of the population. The instrument was face validated by 3 experts, 2 in Educational Management and 1 in Measurement and Evaluation. All the experts were from the Faculty of Education, ESUT. The reliability coefficient of the instrument was determined using Cronbach Alpha. Alpha values (cluster by cluster and overall) yielded .71, .75 and .79 respectively. The two research questions were answered using mean and grandmean, while the hypothesis was tested using t-test statistics at .05 level of significance. Results indicate that the various secondary schools in Enugu state lacked the necessary equipment to teach entrepreneurship education to the learners. Also, real entrepreneurship education is not being taught in most of the various schools. Recommendations include; provision of requisite equipment to teach the subject amongst others.

Key words: *Management, education, entrepreneurship, entrepreneur, entrepreneurship education.*

Introduction

Spiraling unemployment, endemic poverty and widespread crime and criminality are some of the challenges currently confronting the Nigeria society (Chukwu, Eze and Agada, 2016). Enugu State which is an integral part of the Nigerian Federation is not immune to these myriads of challenges. Discussion of these societal ills through education and entrepreneurship education at the post-basic education (senior secondary school) level therefore becomes imperative.

Education all over the world has been recognized as the greatest weapon that effectively fights poverty, diseases and underdevelopment. It is the transmission of relevant skills, knowledge, norms and attitudes necessary for the proper adjustment of the individual to contribute effectively towards the development of his/her society (Chukwu, 2017). Offor (2013) avers that education is a veritable instrument in the development of human persons. In the words of Obunadike (2013:265),

Education is the process of transmitting societal love, values and desirable attitude from one generation to another. It seeks to socialize individuals so as to equip them with the desired mode of behavior that is conforming with the way of life of the society in which they live. It is the sum total of all the processes in which a child develops abilities, attitudes and other forms of behavior which are of positive value to society.

Okonkwo (2012) maintains that education is a social process in capacity building and maintenance of society for decades. It is an instrument for acquiring skills, relevant knowledge and habits for surviving in a world that is dynamic. It becomes obvious, therefore, that quality education is indispensable in the life of individuals and nation states. Perhaps it is in realization of the prime place of education that the Federal Republic of Nigeria, FRN (2013) maintains that education is an instrument par excellence for effecting national development. For this reason, every society that it desirous of progress must define the kind of education that it bequeaths to its successive generations. Such education must be functional and entrepreneurship based (Chukwu, Eze and Agada, 2016).

For any education system to be competitive and result oriented, it must be ready to bestow on the citizenry, qualitative, functional and technology based education. Anything on the contrary is

utopian. Such qualitative and entrepreneurship based educational system on a yearly basis, graduate highly skillful school leavers who are self-reliant entrepreneurs. These entrepreneurs are not just self-reliant but employers of labour who are ready to add value to the economy. This is good for Enugu State and beyond.

Conceptual Clarifications

In every organization, management is very important. It is the process of administering and coordinating resources effectively and efficiently in an effort to achieve organizational goals (Drucker, 2004). It involves working with people and resources to accomplish organization goals (Bateman and Snell, 2004). Management involves the coordination of men and materials effectively to achieve organizational purpose or purposes.

According to FRN (2013) post-basic education (senior secondary education) is the education learners receive after basic education and before tertiary education. The objectives of this level of education include to; offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles, provide trained manpower in the applied science, technology and commerce at sub professional grades, provide entrepreneurial, technical and vocational job specific skills or self-reliance, and for agriculture, industrial, commercial and economic development, inspire students with a desire for self-improvement and achievement of excellence and raise morally upright and well-adjusted individuals who think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2013:29-30)

Apart from the above stated objectives, graduates of entrepreneurship driven senior secondary education in Enugu State and elsewhere should be able to blaze fresh trails and make new impacts in different trades and crafts including; auto mechanics, building construction, woodworking, electronics, basic electricity, general metal work, practical agriculture, computer studies, civic education, home economics and commerce with entrepreneurship. It is certain that any learner that is well grounded in any of the above listed before leaving senior secondary education is well equipped to be self-employed and even ready to train and/or employ others.

The introduction of entrepreneurship studies in the Nigerian education system was to reemphasize and give fresh impetus to the objectives in the light of the current unemployment challenges facing the country. The poor attitude to work of some school leavers makes it imperative that they should be reminded that whoever wants happiness, fame and affluence must create them through honest labour (Okonkwo, 2012).

Entrepreneurship

Entrepreneurship as a concept has assumed a prime place in academic discussions in recent times. This could be a result of the acknowledgement of its indispensability in wealth creation and employment generation in modern societies.

Entrepreneurship is the act of starting a company, arranging business deals and taking risks in order to make profit through the education and skill acquired (Obikaeze and Onyechi, 2010). Entrepreneurship is a direct willingness and ability to seek out investment opportunities and run it on as an enterprise for profit making. It is the capacity to perceive and undertake business opportunities by taking advantage of scarce resources through optimal utilization (Onyene, 2014). Contributing, Okoro in Iwele and Ogoegbunam (2015:14), assert that entrepreneurship is the process of

generating ideas and venturing into business risk in line with the dynamic environment, and making the best of opportunities for profit purpose. It therefore implies that somebody must indicate willingness, interest and demonstrate ability to seek out investment opportunities in an environ and to able to establish and manage an enterprise successfully based on the identified opportunities. In other words, creative and managerial skills are needed for any entrepreneurial endeavour.

Nwangwu in Chukwu (2017:4) opines that entrepreneurship is the process of bringing land, labour and capital together and bearing the risk involved in producing goods and services with the aim of making profit. Entrepreneurship is the attempt to create value by an individual or individuals through the; recognition of significant (generally innovative) business opportunity, desire to make risk taking

appropriate to the project, exercise of communication and management skills necessary to mobilize rapidly the human, material and financial resources that will bring the project to fruition. Entrepreneurship involves the effective mobilization of the factors of production, including the risks involved for the production of goods and services in order to maximize profit. Anyone involved in the process of entrepreneurship is an entrepreneur.

Entrepreneur

An entrepreneur is an individual who undertakes business risks. Entrepreneurs are those who search and discover economic opportunities, evaluate alternatives available in the immediate environment, allocate resources to the most profitable option(s), take the ultimate managerial responsibility, and carry out successful execution of the minimal beneficial opportunities (Onyene, 2014). An entrepreneur is the originator of a new business and a new organization for that venture. He also performs the act of exhibiting the skills of starting a business with the view of making profit and also perceives opportunities where others do not, by searching for change and responding to it through the exploration of available opportunities (Elebe, 2011).

Osolor (2011) and Nwana (2012) agree that the entrepreneur is a person who is in possession of goods and services that the community has need of, and who has the emotional and psychological drive to be a master of these goods and services as well as the means of making them available to members of the community to which he belongs. Entrepreneurs possess many pleasant attributes to their credit. They have a sense of purpose, strive to be excellent in all they do. They are action oriented, disciplined and have self-confidence. To the community, they are well known as employers, managers of resources and leaders of their time.

Entrepreneurship Education

Entrepreneurship education is education that is practically oriented, given to learners to prepare and make them ready for the business of entrepreneurship. In the words of Osolor in Agbede (2015) entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes

in widely different contexts. It can be portrayed to be open to all and exclusively the domain of the high flying, growth-seeking business person.

Entrepreneurship education is an educational programme geared towards fighting poverty, employment generation and economic sufficiency. This is in keeping with the tenets of both the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). These goals are, of course, meant to address the problem of poverty, sustainable development, disease and health, amongst others. Olorunmolu and Agbede (2012) opine that entrepreneurship education is the type of education that involves the acquisition of skills, ideas and managerial abilities necessary for job creation. It is a special type of education which trains its recipients to acquire practical knowledge, innovative business ideas, wisdom, industrial skills, mental/psychological preparations and entrepreneurial abilities. When such knowledge and skills are appropriately applied, they can lead to enhance self-reliance and economic opportunities for the beneficiaries and others.

Importance of Entrepreneurship Education

As outlined by Offor and Acholonu, Onyene and then Offor in Chukwu (2017) entrepreneurship education is important because of the following reasons.

1. It is purpose laden and intended to expose students to the activities of entrepreneurship.
2. The best practices, checks and balance for successful entrepreneurship are imparted to students to enable them take control of their future and become self employed.
3. Through entrepreneurship education, students become team players and engage in problem solving through critical thinking and informed decision.
4. Entrepreneurship education is imperative to creating varied opportunities that will stimulate economic growth.
5. It trains, educates and produces school leavers (graduates) who possess specific knowledge in their various disciplines and as well develop right thinking necessary to initiate, start and grow successful business with reduced risks and/or failures.

6. Entrepreneurship education increases chances of enterprise profitability.
7. It instills the “can-do spirit” on the beneficiaries. This spirit propels one to ignore the hazards associated with little beginnings. The “can-do spirit” is one laden with values, virtues and vibrant endeavour.
8. Beneficiaries of entrepreneurship education learn to communicate ideas and influence others through development of self-advocacy and conflict resolution skills.
9. Organizational skills including time management, leadership ability and interpersonal skills are developed through entrepreneurship education. Such competences are needed to employ or be employed.
10. Entrepreneurship education is an indispensable tool for achieving not only the national goals, but the MDGs and SDGs.

Theoretical Underpinning

The present study hinges on Schumpeter’s theory of entrepreneurship (1961) as outlined in Nwangwu (2006). The theory postulates that an entrepreneur is considered an innovator, a dynamic agent as well as the nerve centre of the capitalist economy. Schumpeter maintains that the development of the capitalist economy is jerky rather than steady due to the erratic interaction of the entrepreneur, the planned or unplanned innovations and questionable availability of credit. Schumpeter strongly believes that through his/her actions, the entrepreneur is the engine for economic growth and development of any nation. Nwangwu (2006) posits that the entrepreneur is an adventurer and an innovator, maintaining that the activities of the entrepreneur result in the:

- 1) Introduction of new products (goods) which the customers are not yet familiar with or of a new quality of products.
- 2) Introduction of a new method of production.
- 3) Opening of a new or existing market into which business organizations have not previously entered.
- 4) Conquest of a new or existing source of supply of raw materials or semi manufactured goods.
- 5) Reorganization of a business organization such as the creation of a monopoly position or breaking up of an existing monopoly.

The above thesis exposes the relationship between Schumpeter's entrepreneurship theory and the present study. The entrepreneur, as an innovator, is strategically placed to break new grounds and create new opportunities. The entrepreneur is a job creator and an employer of labour.

The present educational curriculum from the basic education level to the tertiary is entrepreneurship based. In Enugu State, the extent to which entrepreneurship education at the senior secondary level has been able to create entrepreneurs, and employment opportunities remains uncertain. This forms the problem of the present study.

Research Questions

1. To what extent is needed equipment in the various areas of entrepreneurship studies available at the senior secondary school level in Enugu State?
2. To what extent has students benefitted from the different areas of entrepreneurship education in senior secondary schools in Enugu State?

Hypothesis

HO₁: There is no significant difference between the mean ratings of urban and rural principals on the extent to which students of junior secondary schools in Enugu State benefit from entrepreneurship education

Method

Descriptive survey research design was adopted for the study, using a researcher developed (18-item) instrument tagged "Management of Entrepreneurship Education at the Senior Secondary School Questionnaire (MEESSSQ)". The population for the study consisted of all the 314 principals of all the 314 secondary schools in Enugu State. The population for the study was manageable, therefore there was no sampling. Of the 314 copies of the questionnaire distributed, 289 were retrieved, making a retrieval rate of 92%.

Instrument for data collection was face validated by 3 experts, 2 in Educational Management and 1 in Measurement and Evaluation.

All the experts were of the Faculty of Education, ESUT, Agbani. The reliability coefficient of the instrument was determined using Cronbach Alpha. Alpha values (cluster by cluster), yielded 0.71 and 0.75 respectively for clusters A and B. the overall reliability index yielded 0.79, indicating that the instrument was reliable for the study.

The research questions were answered using mean and grandmean ratings. Any mean of 2.50 and above was regarded as great extent (GE), while any mean less than 2.50 was regarded as little extent (LE).

Results**Table 1: Mean ratings, grandmean and standard deviation of respondents on the extent of availability of needed equipment for entrepreneurship education in secondary schools in Enugu State.**

S/N	Items	N = 59 Urban Principals							N = 230 Rural Principals						
		VGE	GE	LE	VLE	X	SD	Deci.	VGE	GE	LE	VLE	X	SD	Deci.
	My school has enough, up to date and functional equipment for the following courses in entrepreneurship;														
1	automechanics	06	08	20	25	1.92	0.99	LE	26	61	80	63	2.22	0.97	LE
2	building construction /block making	-	10	21	28	1.69	0.75	LE	13	21	40	156	1.58	0.88	LE
3	woodwork	05	11	26	17	2.07	0.91	LE	19	29	46	136	1.70	0.98	LE
4	electronics	02	09	16	32	1.68	0.86	LE	22	30	44	134	1.74	1.02	LE
5	basic electricity	01	07	17	34	1.58	0.77	LE	16	28	39	147	1.62	0.95	LE
6	general metal work	07	12	18	22	2.07	1.03	LE	12	36	39	143	1.64	0.93	LE
7	computer studies	-	15	17	27	1.80	0.83	LE	18	38	51	123	1.79	0.99	LE
8	home economics	17	16	14	12	2.64	1.11	GE	60	59	58	53	2.55	1.11	GE
9	general commerce	15	15	14	15	2.51	1.14	GE	59	58	57	56	2.52	1.12	GE
	Grandmean and SD					2.00	0.93	LE					1.92	0.99	LE

Table 2 shows that with a grand mean of 1.93 and 1.82 for both groups of respondents, the principals assert that senior secondary school students benefit to a little extent from entrepreneurship education. The ratings for all the items was little extent except items 17 and 18 which were rated great extent by the respondents.

Table 3: t-test of significant difference between the mean ratings of urban and rural principals on the extent to which students of senior secondary schools in Enugu State benefit from entrepreneurship education

Respondents	N	X	SD	df	t-cal	t-crit	Decision
Urban	59	1.93	1.00	287	0.73	1.96	Not significant
Rural	230	1.82	0.94				

The result on table 3 indicates that t-calculated which is 0.73 is less than t-crit of 1.96. The hypothesis was therefore not rejected, implying that significant difference does not exist between the mean ratings of both urban and rural principals on the extent to which students of senior secondary schools in Enugu State benefit from entrepreneurship education.

Discussion of Findings

It was found in the study that there was no significant difference between the mean ratings of urban and rural principals on the extent to which students of senior secondary schools in Enugu State benefit from entrepreneurship education. It was also found in the present study that to a little extent senior secondary schools in Enugu State lacked the requisite equipment for teaching entrepreneurship education in such vital areas as computer studies, electronics, basic electricity, woodwork amongst others. The first finding is in line with the findings of Onyeachu (2015), Elebe (2011) and Offor (2013) who bemoan the lack of facilities and basic equipment needed to teach entrepreneurship education. This could be as a result of underfunding of entrepreneurship education, especially at the senior secondary school level in Enugu State. The finding also contrasts FRN (2013), which maintains that needed equipment must be provided at the secondary schools for instilling the

culture of entrepreneurship in the young minds. This find is disheartening as entrepreneurship is the way to go in the 21st century world, especially in our developing society that is still grappling with the challenges of spiraling unemployment and endemic poverty.

The study also found that such important and practical based vital areas of entrepreneurship like electronics, computer studies, basic electricity and woodwork are not being taught the learners in the real sense. Agbede (2015) and Osalor (2011) lament that such a situations is worrisome. They blamed it on lack of commitment by the various governments, lack of the real entrepreneurial teachers and absence of the requisite equipment and infrastructure. This ugly situation is by all accounts highly regrettable as the entrepreneur remains the engine room of most economies worldwide.

Summary

The study examined the management of entrepreneurship education at the post basic education level in Enugu State, and the implications for employment generation. Two research questions and one hypothesis guided the study. The research questions were answered using mean and grand mean scores, while the hypothesis was tested using t-test statistics at .05 level of significance. Findings indicate that the various secondary schools in Enugu State lacked the necessary equipment to teach entrepreneurship education to the learners amongst others. Recommendations include; provision of requisite equipment for effective teaching of the subject amongst others. It is clear that entrepreneurship education has become indispensable in today's secondary education. This becomes even more compelling in order to tackle the hydra headed unemployment situation bedeviling Enugu State.

Conclusion and Recommendations

Entrepreneurship education is any effort directed towards inculcating transformative skills to the learners. It is an educational programme geared towards employment generation, poverty reduction, self-sufficiency and economic growth. The present study found that entrepreneurship education is a veritable tool for combating unemployment. It becomes imperative therefore that all efforts by different stakeholders should be geared towards strengthening the

entrepreneurship education in secondary schools in Enugu State. In this regard, the following are recommended; requisite and functional equipment must be provided in all the secondary schools in Enugu State for teaching real entrepreneurship education to the learners, constant seminars and workshops should be organized to sensitize both teachers and learners to the imperative of entrepreneurship education and the government should encourage entrepreneurs through various forms of incentives and also funding their innovations in various areas of entrepreneurship.

References

- Agbede, E.A. (2015). Entrepreneurship education and its impact on economic growth and sustainable development in Nigeria. In V. V. Apagu, J.C. Obunadike and T.U. Ekpo(Eds.) *Entrepreneurship education in Nigeria: Challenges and prospects*. Onitsha: Global Academic Group Online Resources.
- Bateman, T.S. & Snell, S.A. (2004). *Management: The new competitive landscape*. New York: McGraw-Hills Co. Inc.
- Chukwu, L.C. (2017). Tackling the unemployment challenges in Enugu State through entrepreneurship education. *Paper presented at the 3rd International Conference of the Association for Progressive and Alternative Education (ASPROAEDU), held at Enugu State University of Science and Technology (ESUT), Agbani. 19th – 23rd June, 2017.*
- Chukwu, L.C., Eze, T.A.Y. & Agada, F.C. (2016). Availability of instructional materials at the basic education level in Enugu Education Zone of Enugu State. *Journal of Education and Practice*. 7(12) 7-10.
- Drucker, P. (2004). *What makes an effective executive?* Harvard: Harvard Business Review.
- Elebe, M. (2011). Integrating entrepreneurship education in technical and vocational education curriculum: A tool for sustainable self reliance of Nigerian youth. *Journal of research in education and society* 2(1) 55-60.
- Federal Republic of Nigeria (2013). *National Policy on Education* Abuja: NERDC Press.
- Iwele, M.U. & Ogoegbunam, A. G. (2015). Entrepreneurship education for socioeconomic stability in Nigeria. In: V.V. Apagu, J.C.

- Obunadike and T.U. Ekpo(Eds.) *Entrepreneurship education in Nigeria: Challenges and prospects*. Onitsha: Global Academic Group Online Resources.
- Nwana, O.C. (2012). Entrepreneurship education and the challenges of national transformation. *International Journal of education and management*. 1(2) 9-38.
- Nwangwu, I.O. (2006). *Fundamentals of entrepreneurship in educational management*. Enugu: Cheston Agency Ltd.
- Obikaeze, N. & Onyechi, K. (2010). Efficacy of strategies for teaching entrepreneurship education in tertiary institutions in Anambra State. *Unizik Oriental Journal*. 5(1) 58-166.
- Obunadike, J.C. (2013). Educational reforms in Nigeria. In E. Kpangban, P.E. Eya and P.C. Igbojinwaekwu (Eds.) *Reforms and innovation in Nigeria education*. Onitsha: West and Solomon publishing Coy Ltd.
- Offor, E.I.D. (2013). Enhancing entrepreneurship programme for solving unemployment problems. In E. Kpangban, P.E. Eya and P.C. Igbojinwaekwu(Eds.) *Reforms and innovation in Nigeria education*. Onitsha: West and Solomon publishing Coy Ltd.
- Okonkwo, N.C. (2012). Universal basic education (UBE): The concept and challenges for effective implementation. *Journal of Qualitative Education*. 8(1), 52.
- Onyeachu, J.A. E. (2015). Entrepreneurship education at secondary education level in Nigeria, challenges and prospects. In V.V. Apagu, J.C. Obunadike and T.U. Ekpo(Eds.) *Entrepreneurship education in Nigeria: Challenges and prospects*. Onitsha: Global Academic Group Online Resources.
- Onyene, V. (2014). Prospecting entrepreneurship skills for Nigerian tertiary education learners. In G. O. Unachukwu and P.N. Okorji(Eds.) *Educational management: A skill building approach*. Nimo: Rex and Patrick Limited.
- Osalar, P. (2011). *Why and how to start your own business. a simple guide to business startups*. London: Posag International.