The State of Entrepreneurship Education in Public Senior Secondary Schools in Rivers State of Nigeria

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ABSTRACT
This research looks at the state of entrepreneurship education in Rivers State's senior secondary public institutions. For this study, two (2) research questions and null hypotheses were developed. The descriptive survey was chosen for the research, and the sample size is 25 people, or 10% of the population overall, with a reliability coefficient of 0.88. The mean score (x), standard deviation (SD), and rank order (RO) statistical techniques were used to examine the study topics, while the t-test was used to test the null hypothesis. According to the study's conclusions, entrepreneurship education has not received enough attention from the Rivers State Government despite the many advantages the program has provided. Based on the data analysis and findings, suggestions were made, including the need for Rivers State public senior high schools to provide an effective education curriculum, as well as a conducive atmosphere and sufficient resources.

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

Introduction
Education is the greatest force that can be used to bring about positive change in an individual. It is also the greatest investment that a nation can make for the quick development of its economic, political, sociological and human resources. Oloko (2014) views education as the process that helps the individual develop his valuable traits that make him useful to himself and his society at large. Entrepreneurship education is therefore seen as that type of education that makes the learners functional, productive and employable.

Through a controlled process, entrepreneurship creates value where none previously existed in businesses and the marketplace. The volume can only be produced by sources that are specially integrated, and it results from a known opportunity. As a result, the level of entrepreneurship depends on creativity, willingness to take risks, and initiative or foresight (Oloko, 2014). Oloko (2014) defined entrepreneurship as a person's willingness and capacity to look for funding, develop, and successfully run a business based on opportunities that can be easily identified. As a result, the goal of entrepreneurship education is to give students the knowledge, skills, and drive necessary to promote entrepreneurship success in a range of contexts. According to Ogundele (2015), entrepreneurship education should be seen as a crucial part of secondary school level. Due to the clear necessity to provide alternate sources of employment, entrepreneurship education should be viewed as an essential part of the secondary school curriculum. The teaching of vocational subjects at the senior secondary school level, such as Accounting, Fishery, Agricultural Science, Wood Work, Metal Work, and Home Economics,
done so that students in secondary schools can develop specialized skills that would enable them to start their own businesses.

Oloko (2014) defined entrepreneurship education as education that provides training, experience and skills that are suitable for entrepreneurship endeavors. In entrepreneurship education classroom, students learn the basis of personal finance, develop techniques for making wise consumer decision, master economics principles and learns how business operates in the society (Oloko, 2014).

Friedrick and Visser (2014) provided that entrepreneurship education is a lifelong learning process and consists of five (5) stages, which includes basic, competency awareness, creative applications, start up and growth. Each of these stages consists of the following:

- **Basic** (i) Gain prerequisite basic skills (ii) Identify career option (iii) Understand economics and free enterprises
- **Competency Awareness** (i) Discover entrepreneurship competencies (ii) Understanding problem of employers
- **Creative Application** (i) Learn entrepreneurship (ii) Apply specific occupation at training competencies (iii) Learn how to create new business
- **Start up** (i) Become self-employed (ii) Develop policies and procedures for a new or existing business
- **Growth** (i) Manage business problem effectively (ii) Expand existing business.

According to Oluwatoyin (2014), entrepreneurship education stands to benefit several stakeholders in the education system, among them are students, teachers, principals, parents, the government and general society. Nwangiru (2014) presents the benefit of entrepreneurship education to include: offering functional education for the youth so as to enable them to be self-employed and self-reliant, training the student, with creativity and innovation in identifying novel business opportunities, establishment of risk management to a secondary school graduate. His findings also reviewed that entrepreneurship education increase economic competition, reduce poverty alleviation and boost economic growth as well as improving academic performance of the students.

Another aspect of entrepreneurship education that requires attention in the secondary school system is the challenges of its implementation. Nwangwa (2014) identified the lack of commitment on the part of the government, lack of skilled and qualified manpower, lack of basic facilities for teaching and learning of entrepreneurship education, poor management attitudinal barrier and lack of experts in entrepreneurship education. The above challenges have been the major causes for concern in the implementation of Entrepreneurship education in possible senior secondary schools in Rivers State.

**The Statement of the Problem**

The high rate of unemployment among the secondary school graduates in Rivers State which have resulted in high crime rate, robbery, kidnapping and all manner of social versa has compel the Rivers State Government through the state secondary schools board to introduces and implement Entrepreneurship and vocational education at the secondary schools’ level. Although the implementation is surrounded with numerous benefits like being self-employed and self-reliant, but it is still being faced by numerous challenges like funding, policy persistency, personal etc. This study, therefore, examines the status of entrepreneurship education in public senior secondary school in Rivers State.
Purpose of the Study
The primary goal of the study is to evaluate the state of entrepreneurship education in Rivers State's public senior high schools. The goals are more specified as follows:

- To list the different advantages of entrepreneurship education in Rivers State's public senior secondary schools.
- To determine the difficulties faced by entrepreneurship education in Rivers State's public senior secondary schools.

Research Questions
Two (2) research questions were developed to direct the study and help achieve the study's goals:

- What advantages does teaching entrepreneurship in public senior secondary schools in Rivers State offer?
- What difficulties do public senior secondary schools in Rivers State face in teaching entrepreneurship?

Hypotheses
The following two (2) null hypotheses were tested:

- There is no significant difference between the male and female principals on the benefits of entrepreneurship education in public senior secondary schools in Rivers State.
- There is no significant difference between the male and female principals on the challenges being faced by entrepreneurship education in public senior secondary schools in Rivers State.

Significance of the Study
Numerous parties involved in the administration of public senior secondary education in Rivers State will find the results, conclusion, and suggestions important. The Rivers State Senior Secondary School Board will be allowed to use it and will develop policies and initiatives to support the teaching of entrepreneurship in Rivers State's public senior secondary schools. The administrators and teachers will support the introduction of entrepreneurship education in our various public senior secondary schools in Rivers State. This study will benefit senior secondary school students as well, because it will assist them in gaining employable skills that will enable them to support themselves and work for themselves. The study's potential contribution to society at large can be observed in its capacity to act as a resource for other academicians who might be interested in conducting research associated with studies like it.

Methodology
In order to find the answers to the two (2) research questions, a descriptive survey was used in the study. Results that were inferred from the study's population of 245 public senior secondary school administrators in Rivers State – 95 men and 150 women – were tested against the two (2) null hypotheses. 25 people, or 10% of the population, were included in the study as a sample, including 10 male and 15 female principals of public senior secondary schools in Rivers State. A simple random sampling process was used to establish the study's sample size. Data were gathered using the 4-point "Senior Secondary Schools Entrepreneurship Education Questionnaire" (SSSEEQ), a tool developed by the researchers with a reliability rating of 0.88. It was created using a paradigm for
the modified Likert scale. On the scale, there were two (2) sections. Demographic information was gathered in Sections A and B of the survey along with information on the benefits and challenges of entrepreneurship education in senior secondary schools. The study topics were analyzed using the mean score ($x$), standard deviation (SD), and rank order (RO), and the null hypotheses were assessed using the t-test statistical method.

**Results**

The conclusions came from the analysis of the research's findings, and null hypotheses with a significance level of 0.05 were tested.

**Research Question One:** What are the benefits of Entrepreneurship Education in public senior secondary schools in Rivers State?

**Table 1:** Showing the mean score ($X$), standard deviation (SD) and rank order (RO) on the benefit of Entrepreneurship Education in public senior secondary schools in Rivers State.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Benefits Items</th>
<th>Male Ex1</th>
<th>Female Ex 2</th>
<th>Ex1Ex2</th>
<th>RO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$x_1$</td>
<td>$x_2$</td>
<td>SD</td>
<td></td>
</tr>
</tbody>
</table>
| 1   | Implementation of Entrepreneurship education in senior secondary schools is      | 2.93     | 2.89        | 1.70   | 2.91| $12^{th}$
|     | capable of creating economic growth in the society                              |          |             |        |     |
| 2   | Those who have got access to entrepreneurship training can create new            | 3.07     | 3.18        | 1.78   | 3.13| $10^{th}$
|     | technologies, products and services.                                           |          |             |        |     |
| 3   | Entrepreneurship education provides training and supports for secondary          | 3.81     | 3.67        | 1.92   | 3.74| $1^{st}$
|     | graduates that can help them establish a career in small and median size business |          |             |        |     |
| 4   | Entrepreneurship education offers adequate training in the acquisition of skills| 3.47     | 3.16        | 1.90   | 3.54| $2^{nd}$
|     |                                                                                 |          |             |        |     |
| 5   | Secondary school graduates who have gone through studies in entrepreneurship      | 3.14     | 3.28        | 1.81   | 3.22| $7^{th}$
|     | education cannot suffer under-employment in organizations                        |          |             |        |     |
| 6   | A course in entrepreneurship education gives secondary school graduates training | 3.44     | 3.29        | 1.81   | 3.36| $4^{th}$
|     | which enable them to be creative and innovate in identifying novel business      |          |             |        |     |
|     | opportunities                                                                     |          |             |        |     |
| 7   | Entrepreneurship education offers functional education for the youths that       | 3.38     | 3.24        | 1.80   | 3.33| $5^{th}$
|     | enable them to be self-employed and self-reliant.                               |          |             |        |     |
| 8   | Workers who have the knowledge of entrepreneurship education can contribute to    | 3.09     | 3.17        | 1.78   | 3.14| $9^{th}$
|     | increased productivity in                                                         |          |             |        |     |

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Entrepreneurship education rejuvenates markets competition in society

Studies in entrepreneurship education provide senior secondary school graduates with adequate training in risk management

Entrepreneurship education provides small business owners the opportunity of recruiting senior secondary school graduate to be self employed

Studies of entrepreneurship education reduces unemployment among Secondary school graduates in our society

Average mean score

<table>
<thead>
<tr>
<th>S/N</th>
<th>Challenges Items</th>
<th>Male</th>
<th>Female</th>
<th>Ex1Ex2</th>
<th>RO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>x1</td>
<td>SD1</td>
<td>x2</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>The senior secondary schools’ curriculum contains materials for the teaching entrepreneurship education</td>
<td>3.43</td>
<td>1.85</td>
<td>3.57</td>
<td>1.88</td>
</tr>
<tr>
<td>2</td>
<td>Senior Secondary schools’ members have positive attitude to entrepreneurship education and attitude</td>
<td>2.95</td>
<td>1.72</td>
<td>2.98</td>
<td>1.73</td>
</tr>
<tr>
<td>3</td>
<td>Fund allocated for the implementation of entrepreneurship education are adequate.</td>
<td>3.79</td>
<td>1.95</td>
<td>3.83</td>
<td>1.96</td>
</tr>
<tr>
<td>4</td>
<td>The persistent change in Government policies and programmes affects the activities of entrepreneurship education senior secondary schools.</td>
<td>3.51</td>
<td>187</td>
<td>3.68</td>
<td>1.92</td>
</tr>
<tr>
<td>5</td>
<td>Government shows commitment for the implementations of the entrepreneurship education in senior secondary schools</td>
<td>3.47</td>
<td>1.86</td>
<td>3.58</td>
<td>1.89</td>
</tr>
<tr>
<td>6</td>
<td>Senior secondary schools have basic facilities for the teaching of entrepreneurship education</td>
<td>3.81</td>
<td>1.95</td>
<td>3.63</td>
<td>1.91</td>
</tr>
</tbody>
</table>

Criterion Mean = 2.50  Exix2 Mean = 3.28

According to Table 1, every item from 1 to 10 had mean sets over the required mean score of 2.50, and as a result, they were all acknowledged as advantages of entrepreneurship education in public senior secondary schools in Rivers State.

**Research Question Two:** What are the difficulties facing the teaching of entrepreneurship in public senior secondary schools in Rivers State?

Table 2 displays the analysis.
Table 2 shows that all items 1 through 10 had local means scores that were higher than the required mean score of 2.50 and were subsequently acknowledged as the difficulties of the entrepreneurship education in Rivers State’s public senior secondary schools.

**Evaluation of Hypotheses**

**First Hypothesis:** The advantages of entrepreneurship education in public senior secondary schools in Rivers State are not significantly different for males and females.

Table 3: A t-test comparing the benefit of entrepreneurship for male and female principals in public senior secondary schools in Rivers State found no significant differences.

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>DF</th>
<th>Level of significant</th>
<th>t-calculated</th>
<th>t-critical</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Principal</td>
<td>10</td>
<td>3.28</td>
<td>1.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Principal</td>
<td>15</td>
<td>3.27</td>
<td>1.80</td>
<td>23</td>
<td>0.05</td>
<td>0.967</td>
<td>1.960</td>
<td>Accepted</td>
</tr>
<tr>
<td>Total items</td>
<td>25</td>
<td>3.28</td>
<td>3.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 compares the findings of a critical ratio test between male and female public senior high school administrators in relation to the benefits of entrepreneurship education. The essential ratio Cr Cal value was assessed to be 0.976, and the crucial t table was computed to be 1.96 using 23 degrees of freedom and a significance threshold of 0.005. There is no observable difference in the gender of the principals of public senior secondary schools in Rivers State because the computed value of 0.976 is substantially lower than the critical t value of 1.96. Based on the aforementioned observation and the inability to reject the null hypothesis, the researchers concluded that there is a significant difference between male and female principals in Rivers State regarding the benefits of entrepreneurship.

**Second Hypothesis:** The second hypothesis holds that there are no appreciable differences between male and female principals in terms of the difficulties experienced by senior secondary public schools in Rivers State that promote entrepreneurship education.

Table 4: t-test of no significant difference the male and female principals on the challenges faced by entrepreneurship education public senior secondary schools in Rivers State

<table>
<thead>
<tr>
<th>Items</th>
<th>N</th>
<th>X</th>
<th>Sd</th>
<th>Df</th>
<th>Level of Significant</th>
<th>T-cal</th>
<th>T-critical</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
The critical rates test between male and female administrators of public senior secondary schools with regard to the challenges of entrepreneurship education is summarized in Table 4 below. Based on the computed critical ratio critical calculated value of 1.23 and the critical t table critical calculated value of 1.96 using 23 degrees of freedom, there is no appreciable difference between male and female public senior secondary school principals in Rivers State. The researcher concluded that there is no discernible difference between male and female principals of public senior secondary schools in Rivers State with regard to the challenges associated with implementing the development of entrepreneurship education based on the aforementioned finding.

Discussion of Findings

According to the survey, both male and female public sound secondary school principals concur that entrepreneurship education has several advantages. These results support Nwangwu's (2014) assessment of the advantages of entrepreneurship education, which included training for skill acquisition, societal economic development, a decline in crime, and a decrease in unemployment. Additionally, it was discovered that the projects on the advantages of entrepreneurship education in public senior secondary schools conducted by male and female students did not differ significantly. The findings also refuted Wennekers and Thunk's (2013) assertion that entrepreneurship education is crucial for economic development in contemporary society. The current finding runs counter to the theory put forth by Uche and Kpee (2014), who believed that entrepreneurship education was the sole method for stopping the brain drain of foreigners seeking employment in Nigeria while there is a large pool of young people without jobs.

Second, it was discovered that both male and female principals of public senior secondary schools in Rivers State agreed on what constituted hurdles or not in the formulation and implementation of the programs for entrepreneurship education in secondary schools. This finding is consistent with Nwangwu's (2014) list of implementation issues for the comprehensive school curriculum that the majority of principals operate, which includes the teaching of technological, scientific, business-oriented, and social/liberal subjects. According to Nwangoru (2014), who presents the challenges of the programme implementation to include, government attitude, social attitudinal barriers, lack of personal and absence of basic facilities among others, it was also discovered that there was no discernible difference between male and female public senior secondary school principals on these issues. This may be explained by the fact that school authorities must compete with other schools for the limited resources; facilities, money, and personnel, that the government provides for school administration.

Conclusion

Based on the finding of the study, the following conclusions were drawn:

<table>
<thead>
<tr>
<th></th>
<th>Male principal</th>
<th>Female principal</th>
<th>Total Items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 3.43 1.85</td>
<td>15 3.49 1.87</td>
<td>25 3.47 3.72</td>
</tr>
</tbody>
</table>

Accepted
Most public senior secondary school principals in Rivers State have little awareness of the benefits of entrepreneurship education serve and most of them refused totally adopt to the implementation and development of the entrepreneurship education programme.

Most of the public senior secondary school principals is being faced with numerous challenges concerning the implementation and development of entrepreneurship education.

Recommendations

Based on the data analysis, finding and conclusion, the following recommendations are made:

- Rivers State public senior secondary school principals should be given enlightenment program on the implementation/development and entrepreneurship education.
- Rivers State government should provide conducive environments/resources for public senior secondary school principals on issues related to entrepreneurship execution.

References