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IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION FOR SELF-RELIANCE IN PUBLIC SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study examined implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. Four research questions and three hypotheses were formulated to guide the study. A descriptive and survey design was adopted. Population of the study consisted of 268 public secondary schools in Rivers State. The sample size consisted of 71 rural and urban principals of public secondary schools, which represented 26% of the population. A self-constructed questionnaire instrument tagged "Implementation of Entrepreneurship Education in Public Secondary Schools Questionnaire (IEEPSSQ)" was used for data collection. Mean and standard deviation were used in answering the research questions, while z-test statistics were used in testing the hypotheses at 0.05 level of significance. The findings revealed that there is a significant difference between the mean scores of rural and urban principals on the implementation of Entrepreneurship Education in Public Secondary Schools. The study concluded that realizing the benefits of entrepreneurial studies at the secondary school level depends to a significant extent on the pedagogical practices of its teachers, including the usefulness of the learning activities. The researcher therefore recommended amongst others that the ministry of education and other education agencies should improve the level implementation by making it a point of responsibility to monitor the implementation of entrepreneurial education in Nigerian secondary schools especially in the present day recessive economy.

Keywords: Implementation, Entrepreneurship, Education, Self-Reliance, Public Secondary Schools, Rivers State.

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INTRODUCTION

Since independence, Nigeria government became more and more aware of the short comings and limitations of the colonial education heritage. Concerted efforts are being made to make education functional and a tool for national development. The history of entrepreneurship education in Nigeria started in the 1960s. This is seen from the various government programmes such as the Entrepreneurship Development Centre (EDC), Nigeria Industrial Development Bank (NIDB), National Directorate of Employment (NDE), National Open Apprenticeship Scheme (NOAS), etc. As promising as they sound, these programmes were short lived.

The reason for the short life span of these programmes is not farfetched. It is simply because they were not inculcated into the educational system. Education is a powerful force that can ensure the sustainability of any worthwhile ventures. In Nigeria today, school curriculum at all levels are now developed with entrepreneurial mindset. This is with the aim that it will create self-reliance, employment, and economic growth and development. It is in response to the need for a more productive education that the 1969 curriculum conference was convened by the then National Education Research Council (NERC). Decisions at this conference led to the development of philosophy of education and consequently, the National Policy on Education of 1977 which was subsequently revised in 1981, 1998 and 2004.

Among the innovation is the 'vocalisation' of the secondary school curriculum. Prevocational subjects were introduced into the Junior Secondary School (JSS) curriculum while vocational subjects were introduced into the Senior Secondary School (SSS) curriculum. Integrated subjects such as Introductory Technology in the past were to prepare learners to acquire basic vocation such as woodwork, metal work, basic electronics, technical drawing, automobile mechanics, etc. This is to empower learners to be productive at the end of the Junior Secondary School. In today's curriculum, the above integrated subject is now called Basic Technology.

At the senior secondary school, the integrated vocational subjects are now learnt separately. They include subjects such as Agricultural science, food and nutrition, auto mechanics, commerce, typewriting, etc. Due to the frequent review of Nigerian curriculum, various changes are made to accommodate modern trend in education. The changes are merely change of nomenclature, the structure and objectives remain the same. The subjects mentioned above are aimed at developing entrepreneurial skills. Entrepreneurial subjects such as photography, catering, craft, and data processing have been recently added in the new secondary curriculum. The new secondary school curriculum structure which came into effect in September, 2011 has made it mandatory for every senior secondary school student to take at least a subject from the trade/entrepreneurship subjects. There was the need to introduce a form of education which will not only encourage self-reliance, but will impact positively on the creative and innovative abilities of the individuals (Oladunjoye & Omemu, 2013).

The imperative of Entrepreneurial Education in Nigeria for self-reliance and national development can never be over-emphasized. With the recent introduction of Entrepreneurship Education in secondary schools and tertiary institutions, the expectation is that students would be motivated to become creative and innovative; that Entrepreneurial Education would encourage and improve students ability to work with others in a team; acquire joint-venture initiatives;; introduce students to small business concepts and opportunities, and encourage them to start business ventures and play an important role in job creation among others. It is more than five (5) years since the introduction of Entrepreneurship Education in schools, although it may be too

early to judge; but it is very disturbing that today, social vices are still on the high side. There are still numerous job seekers, armed robbers, prostitutes, kidnappers, fraudsters and touts and other social vices promoters everywhere.

According to Mbakwem and Okoro (2010) this implies that they lack entrepreneurial skills in real career world. These have become subjects of serious concern. The reason for this apparent decay in the society is not clear. One is not sure whether the school principals and teachers, who are supposed to implement the Entrepreneurial Education in schools are not doing it properly or that the schools lack the wherewithal for the implementation of Entrepreneurial Education learning experiences or that the students are not learning the skills because they lack the right mind-set or that the teachers are not committed. The researcher therefore sought to ascertain how principals perceive the EE as relevant in secondary schools and whether there are constraining factors to the attainment of the objectives of Entrepreneurial Education with a view to address them.

Statement of the Problem

The recent changes in global economy have made virtually all nations of the world to redress their various economic policies that could match the global economic competitiveness. Nigeria as a developing country is not left out of these changes in her economic policies. From observation, the major problems affecting the implementation of entrepreneurship education can be viewed from lack of qualified teachers, poor facilities, poor teaching and attitude of teachers.

One of the ways of ensuring that education assists in addressing national and global unemployment is by incorporating entrepreneurship education in to the curriculum. In essence, educational entrepreneurship provides a platform for youths to transform opportunities to business ventures and to manage those ventures to become a medium for job creation for themselves and others. However, one of the ultimate goals of educational entrepreneurship is all about increasing the student's ability to anticipate and respond to societal changes. In other words, through educational entrepreneurship, students are equipped to deploy their creativity ability for their good and benefits of the larger society. They are also empowered to take initiatives, responsibilities and risks. This study is therefore aimed at examining the relevance of entrepreneurship education to Implementation of Entrepreneurship Education for Self-Reliant in Public Secondary Schools in Rivers State

Purpose of the Study

The purpose of the study is to investigate the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. In specific terms, the study seeks to:

- Determine the extent to which entrepreneurship education is been taught in public secondary schools for self-reliance in Rivers State.
- Determine if qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools for self-reliance in Rivers State.

Research Questions

The following stated research questions would guide the study:

- To what extent is entrepreneurship education taught in public secondary schools for self-reliance in Rivers State?
- To what extent are qualified teachers available for the implementation of Entrepreneurship Education in public secondary schools for self-reliance in Rivers State?

Hypotheses

The following hypotheses will guide the study;

- HO₁: There is no significant difference between rural and urban secondary school principals on the extent to which entrepreneurship education is taught in public secondary schools for self-reliance in Rivers State.
- HO₂: There is no significant difference between the rural and urban secondary school principals on the extent to which qualified teachers are available for the implementation of Entrepreneurship Education in public secondary schools for self-reliance in Rivers State.

LITERATURE REVIEW

Theoretical Framework

This study is anchored on the functional curriculum theory which emphasizes that the learner should have a world pool of knowledge, ideas, inventions, human and financial capitals and become fully participating member of the global economy. The curriculum is a tripartite in nature and practical. According to Obanya (2004), the functional curriculum theory could be achieved by following these steps:

- Developing the deepest sense of pride in being African through a deep understanding of the pride of Africa, the mother tongue or community language, the African world view, Africa's contribution to world view, Africa's contribution to world civilization over the ages, the nature and literature of Africa, past and present contemporary African's plan for its future in the emerging global community.
- Access to a wide world of people, knowledge, techniques, ideas and practices, the official language and their literature, mathematics, science and technology, information tools and methods of social analysis, western and oriental philosophies and religion.
- Personal development for contribution to social transformation and vocational activities, entrepreneurship, creativity, communication and interpersonal conduct and self-awareness among others. These three goals should be pushed simultaneously from the beginning with their horizons broadcasting in responses to the level of maturity of the learner.

Elements from any of the goals can also be utilized to inject functional value to existing programmes. Obanya (2004), construes functional content education as the situation in which

the child is growing and the world he/she is going to live in should determine the way education is carried out, including what is taught and how it is being taught and learned. This theory is relevant to this study as it explains the importance of student self-reliance with the implementation of Entrepreneurship education.

Concept of Entrepreneurship

Literature abounds as to what entrepreneurship is all about. Davis in 1983, as cited in Igbo (2005) sees entrepreneurship as the creation and running of one's own business. Timmons in 1987 also cited in Igbo (2005), sees it as the creation, building and distribution of something of value from practically nothing to individuals, groups, organizations and society. He summed up by stating that it involves planning and organizing small business ventures through the mobilization of people and resources to meet people's needs.

Entrepreneurship is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development. Innovation in a system can increase the marginal productivity of the factors of production. The above definitions and discussions point to the fact that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas, value while bearing the risk of competition. Entrepreneurial development is a catalyst for economic, social and industrial development. Peter and Clark in 1997 as cited in Egai (2008) affirms that entrepreneurial development is a disposition to accept new ideas, new methods and making people more interested in present and future than the past. The entrepreneurial class provides leadership in resource change, innovation, technical progress and capital formation to produce new knowledge, new production techniques/possibilities, profits and economic growth.

Historically entrepreneurship development in Nigeria has remained excluded from industrial policy until changes began to occur in the 1980s due to a bivalency of competition and increasing service sector. According to Audretsch and Thurik (2001) the role of the entrepreneurial sector changed when industrial comparative advantages shifted towards knowledge-based economic activities. Large firms lost their competitive edge while smaller and more flexible entrepreneurial firms gained new importance in the increasing knowledge-based economy. New dynamic ventures are acknowledged to be drivers of innovation.

Entrepreneurs often have to make decisions with little or no historical trends, no previous levels of performance, and little if any specific market information surrounding whether new products or services will be accepted. However, entrepreneurs can gain new insights from interpreting new combinations of information via unique heuristic-based logic. Simplifying heuristics may have a great deal of utility in enabling entrepreneurs to make decisions that exploit brief windows of opportunity. We develop below the implications of this approach for the understanding of entrepreneurial behavior by different types of entrepreneur and within different organizational forms.

Entrepreneurship Education as a Subject, Cross-Curricular or Intra-Disciplinary Theme

There has been some debate on whether entrepreneurship should be a subject taught on a separate course or infused throughout the curriculum. Gibb (2011) presents entrepreneurship as an intra-disciplinary as well as a multi-disciplinary and trans-disciplinary process, where

entrepreneurship can be embedded into the curriculum widely in different disciplinary contexts. Gibb (2011) also points out that an interdisciplinary approach supports the fact that in real life, problems or challenges are not classified into boxes, but solutions need a broader view and knowledge.

Hannon (2006) describe the advantages that entrepreneurship education can bring when creating homogeneity in teaching practices. Entrepreneurship education could also be one of the transformers of the educational setting, with its pedagogical solution, “experiential classroom” testing, and possible interdisciplinary programmes.

Entrepreneurship Education in Senior Secondary Schools

Entrepreneurship is a multifaceted phenomenon. Gangaiah and Viswanath (2014) explained the genesis of term 'entrepreneurship' from the French word 'entreprendre' which originally means an organizer of musical or other entertainments. The word has been in use since the 16 century. In Middle Ages the term 'entrepreneur' was referred to a person who was managing large projects. He was not taking risk but was managing the projects using the resource provided (Lakeus, 2014). Further, he added that in the 17 century the word was extended to cover architects and contractors engaged in activity, such as construction, fortification and public work. Robert and Albert (1986) stated that only in the beginning of 18 centuries it was used to refer to economic aspects. Some economists say that the term has been derived from German word 'unternehmen' which literally means 'to take' or 'operation' or 'to undertake' which indicates the minimum characteristics of an entrepreneur. The French economist Richard Cotillion is generally accredited with being the first to coin the phrase in the context of what we view today as 'entrepreneurship' in about 1730 (Ahmad & Seymour, 2006).

The development of the entrepreneurship key competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge about how to run a business. European Commission (2011) stated in his final report that entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centered pedagogies and learning activities that use practical learning opportunities from the real world.

Entrepreneurship Education requires the use of active learning method that places the learner at the center of educational process and enables them to take responsibility for their own learning to experiment and learn about themselves. Thus teachers need the professional competencies to be able to guide student through the learning process rather than, as in traditional method, communicating knowledge and information mainly through 'chalk and talk' (European Commission, 2013). Researches carried out by the European Commission (2008, 2011) shows that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. Creativity is not fully embedded into these programs. Approximately 90% of teachers say that they would like to receive some further training on creativity. Teachers also feel that educational and school cultures do not fully support them in fostering creative and innovative approaches to learning.

IMPORTANCE OF ENTREPRENEURSHIP EDUCATION

In essence, educational entrepreneurship provides a platform for youths to transform opportunities to business ventures and to manage those ventures to become a medium for job creation for themselves and others. The ultimate goal of educational entrepreneurship is all about increasing the student's ability to anticipate and respond to societal changes. In other words, through educational entrepreneurship, students are equipped to deploy their creativity ability for their good and benefits of the larger society. They are also empowered to take initiatives, responsibilities and risks. Nigeria, arguably the largest and most populous African nation is not exempted from the global challenge of unemployment especially among the youths. It has been battling with increasing rate of unemployment with resultant effects of poverty, terrorism, kidnappings, prostitution and other vices (Nwagwu, 2014)

Entrepreneurship education is a catalyst for economic development and job creation in any society and it involves rebranding the education culture to the end of guaranteeing a comprehensive educational system re-engineering arising from the obvious deficiencies of the existing educational system. Entrepreneurship education's main focus is to provide the students with requisite skills and capacities needed in the world of work. Entrepreneurship education within a school generally consists of a nested set of activities, including curriculum, co-curricular activities, and research efforts. In other words, the decisions around entrepreneurship education include everything from learning objectives, topics covered, selection of materials (including cases, exercises, and concepts), pedagogy, and delivery mechanisms. In most economies of the world and especially in developed economies, the entrepreneur is the driving force behind the productive activities and in turn the entrepreneur is expected to be driven by relevant education.

CHALLENGES IN THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS

The achievement of objectives of any level of education depends largely on effective implementation of its planned programme. Onyeachu (2008) observed that no matter how well a curriculum of any subject is planned, designed and documented, implementation is important. This is because the problem of most programmes arises at the implementation stage. In their opinion, Babalola (2004) remarked that, it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace. In other words, if the new secondary school curriculum will achieve its intended objectives, the following issues demand urgent attention. They are:

Inadequate Instructional Facilities

Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, furniture which enable teachers to deliver effective teaching thereby leading to attainment of behavioural objectives.

What is found in most secondary schools in Nigeria are dilapidated buildings, leaking roofs, lack of chairs and desks for students and teachers to use. This has negative effect on effective implementation of new secondary school curriculum.

Inadequate Qualified Staff

This is a crucial stage in implementing new secondary school curriculum. For any programme of the curriculum to be properly implemented, the implementer must be adequately qualified. In Nigeria, it is unheard of that most secondary schools do not have adequate qualified teachers. In most cases, teachers are compelled to teach subjects that are not their areas of specialization. How could there be adequate number of qualified teachers to handle effectively all the subjects meant for secondary education? This demands urgent attention because teachers are the major hub around which the successful implementation of new curriculum revolves. Teachers are the cornerstone or the hub of any educational system. The National Policy on Education states that no education system can rise above the quality of its teachers (NPE, 2004)

Poor Funding Syndrome

As observed by Nwagwu (2003), one impressive feature of educational institutions in Nigeria since independence has been the phenomenal increase in number of students and students' population. For this magnitude of expansion and development to be effective, there must be massive investment of resources in the form of funds. Unfortunately, all indicators point to a chronic gross under-funding at the school system. This is a serious issue in curriculum implementation in the secondary education. Fund refers to money every project requires for its effective implementation. In support of this, Onyeachu (2006) noted that no organization function effectively without fund. In Nigeria for instance, fund allocated for education is grossly inadequate.

Insufficient Instructional Materials

Dike (1987) described instructional materials as alternative channels of communication which a teacher can use to compress information and make them more vivid to his learners. Instructional materials are ways and means of making the teaching and learning process easy, more meaningful and understandable. Babalola (2004) noted that instructional materials are designed to promote and encourage effective teaching/learning experiences, and also is resource materials to curriculum implementation. Ajayi (2009) in a study on "relationship between availability of instructional materials and curriculum implementation in Nigerian secondary schools, discovered a significant level of relationship between the two.

Non-involvement of Teachers in Decision-making and Curriculum Planning

For set objectives of secondary education to be achieved, teachers must be involved in decision-making and planning of curriculum. Obinna (2007) observed that in most cases teachers are deliberately neglected when major decisions on education and matters concerning their welfare are taken. Ugwu (2005) affirmed that relevance of a curriculum is determined only when it is implemented. In other words, the relevance of any curriculum depends on the extent to which the classroom teacher is able not only to interpret the curriculum but to implement it. Mkpa (2007) remarked emphatically that as an important person in the programme of curriculum implementation, the teacher must be involved in all stages of the curriculum process.

ROLE OF SCHOOL ADMINISTRATION IN THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION

As the administrative, pedagogical and visionary leader, the principal affects the practices in many ways. The principal's development activities are the main factor explaining entrepreneurship education practices in the school. One of the main structures and practices of the school is to follow the annual plan (Cooper et al., 2004; Frank, 2007; Gibb, 2011). The principal can ensure the successful implementation of entrepreneurship education by including it in the plans. For teachers, the annual plan works as the backbone for offering enterprise theme days, elective entrepreneurship courses or enterprise-oriented periods of work placement or on-the-job training. Additionally, entrepreneurship theme lessons can provide possibilities to learn creativity and collaboration as well as project management (Neck & Greene, 2011; Gartner, 2008; Hytti and O'Gorman, 2004). The other effects may include an individual teacher's autonomous entrepreneurship education activities or the students' own projects. However, even these activities will require approval by the principal in the long run.

As school leaders, principals are responsible for the development of the school. Development work is needed for several reasons. The principal's vision and need to improve the level of operations in the school is likely to have a central effect. In terms of improving operations, the principal's development focus is on internal efficiency or the pursuit of well-being at work and on empowering teachers, thus improving the school & spreading good practices & initiatives generated by teachers (Moore, George, & Halpin, 2002). Kothari and Handscombe (2007) suggest that the implementation of entrepreneurship education depends on the organizational culture and structure of the school as well as the role given for entrepreneurship education. From this perspective, the principal's managerial activities developing the school increases in importance. Frank (2007), however, suggests that entrepreneurship activities in schools are built up of random events rather than carefully planned execution. Thus, the principal's goal might not be to make exact plans but more to develop the entrepreneurial culture of the school.

In terms of entrepreneurship education, the focus is on enhancing the working community's (that is, the teachers') understanding of entrepreneurship education and the possibilities for including it in the normal routines of the school. An elementary part of development work is determined by policy and curriculum renewal. As such, the development guidelines are largely prescribed (Carlgren & Klette, 2008). In essence, Moore et al. (2002) suggest that the development of a school is the link between centrally mandated policies and their local effects. In that sense, principals are change agents for renewal processes designed beyond the school. To make systematic progress possible, principals are expected to initiate entrepreneurship education plans in their schools (Frank, 2007; Gibb, 2011).

GOVERNMENT ROLE IN THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION

The efforts of the Federal Government towards entrepreneurship can be seen in the establishment of the following skills-specific enterprises (Federal Republic of Nigeria, 2004):

- National Directorate of Employment (NDE).
- Industrial Attachment or Student Industrial Working Experience Scheme (SIWES).

- Vocational and technical training.
- Agricultural training.
- Information and Communication Technology Training (ICT training).

The National Directorate of Employment (NDE) for instance was Nigeria's response to the need for entrepreneurship training of school youths towards solving the problem of unemployment. This nation-wide directorate set up by the federal government led to the establishment of the national director of employment which was set up to work out and implement strategies aimed at solving the problems of mass unemployment in Nigeria. On the other hand, the Industrial Attachment or Student Industrial Working Experience Scheme (SIWES) was established to boost the practical and entrepreneurship skills of undergraduate students of science-related discipline.

Vocational and Technical Training as entrenched in the Nigeria National Policy on Education (Federal Republic of Nigeria, 2004), refers to those aspects of the educational process involving (in addition to general education), the study of technologies and related sciences and the acquisition of practical skills, attitudes understanding and knowledge relating to occupation in various sectors of economic and social life. These also have entrepreneurship focus.

With respect to Agricultural Training, the primary focus is the cultivation of land, raising and rearing of animals for the purpose of production of food for man, feed for animals and raw materials for industries. It also involves cropping, livestock, forestry, fishing processing and marketing of agricultural products. There is no doubt that the preceding programmes provide students with entrepreneurship training.

ICT Training is currently one of the Nigerian government's drives to popularize and practicalize entrepreneurship training of our teeming youths and especially graduates of higher institutions. ICT deals with the use of electronic computers and computer software to convert, store, protect, process, transmit, and secure redundant information. Today, ICT has ballooned to encompass many aspects of computing and technology. It has opened opportunities for our young graduates to become entrepreneurs.

Entrepreneurial Education for Development

Entrepreneurial education is one of the most important inputs for the well-being of any society. Education is a powerful instrument of social progress without which neither an individual nor a nation can attain the growth that is necessary for development. Given this, good universities and faculties (lecturers) are essential (Ololube et al., 2013). There is no doubt that the best way to enhance effective instruction in university is through defined educational programmes, which are key in understanding the knowledge and skills required in teaching and learning. Education is meant to help students grow and develop, provide them with desired skills and professional abilities, assist them in acquiring the necessary understandings, concepts, values and attitudes to manage future tasks, and show them how to be productive members of the society into which they are born, grow and live. As such, it is believed that with high-quality education programmes, it is possible to ensure the effective first-class teaching needed to raise students' academic achievements and foster further national development.

The education of students is interesting especially from a comparative perspective. Undoubtedly, every education system can, in some way, be improved so as to better develop the potential of human capital and the quality of future leaders, community members and employees. Ololube et al. (2013) observed that the central objective of education is to raise the level of skills,

especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run and develop a modern nation.

Structural functionalists view education as essential to society's development and believe that in order for society to remain viable, education aimed at self-reliance and other social systems and components must function together to instill similar (desired) beliefs and values in each member of society. The theories that society functions much better economically when there is quality education for the individuals or for society at large. He further states that the more quality education towards self-dependency there is the less likely there will be much inequality.

This is a society where ability and effort count for more than privilege and inherited status. Society needs the best and the brightest to function at the highest levels, and therefore it offers the greatest rewards to this group of people. Human capital theorists see education as an investment and those who feel that the benefits of college outweigh the costs of attending are the ones who rise to the top of the socio-economic pyramid. Those who do not decide to further their education are seen as less deserving of the social and financial rewards that society has to offer.

EMPIRICAL RELATED STUDIES

Uzoehina (2015) examined the Principals' Perception of Entrepreneurship Education in Secondary Schools in Nigeria Education. The study investigated how principals' perceive Entrepreneurship Education (EE) in secondary schools and whether there are constraining factors to the attainment of the objectives of EE with a view to address them. Questionnaire' (PPEEQ) was used to collect data for the study. Their liability co-efficient of the instrument was 0.86. Two research questions guided the study. Data collected was analyzed using mean and standard deviation. The findings among others showed that the principals perceived EE as a veritable means to develop and encourage students to be self-reliance and employers of labour on graduation. Also, inadequate fund provision for EE was found to greatly constrain the attainment of EE objectives. Based on the findings, it was recommended among others that government should religiously devote the recommended 26% of her annual budget to education in order to fund EE sufficiently and enhance the attainment of its objectives.

Mohammed (2015) the study sought to investigate the role of education inspectors in curriculum implementation in public secondary schools of Bauchi State, Nigeria. The main aim of the study was to establish the extent to which school inspectors' role has effective contribution towards curriculum implementation. The study was essentially qualitative with some aspects of quantitative approach. Simple random sampling was used to select 113 teachers from public secondary schools, and purposive sampling was used to select five school inspectors. In the same vein, systematic random sampling was also used to select 20 secondary school principals from Bauchi State. Therefore, the sample was 20 schools, 20 principals, five school inspectors, and 113 teachers. A Questionnaire was used to collect data from the respondents, and data collected were subjected to the statistical package for social sciences to generate descriptive statistics; thematic analysis for the qualitative and quantitative analysis. The study found that school inspectors offered professional support to teachers and principals, and thus teachers benefitted from their support. However, school inspectors faced some challenges that made it very difficult for them to discharge their responsibilities effectively. These challenges included limited time for inspection, inadequate training, and inadequate support from the state

Government. The study recommends that the existing school inspectors should be reinforced by giving them opportunity to participate in training, conferences, workshops and seminars. The study further recommends that school inspectors should develop positive attitude towards school inspections and more time should be allocated for school inspection so that proper feedback would be established, school inspectors' reports should also be implemented.

SUMMARY OF LITERATURE REVIEW

This chapter will concentrate on the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. It highlighted the various factors affecting the implementation of entrepreneurship education in public secondary schools such as major challenges, adopted strategies, factors, role of government, role of school administration in the effective implementation of Entrepreneurship education in public secondary schools. The chapter also adopted the Functional Curriculum Theory by Obanya, (2004), which emphasizes that learner should have a world pool of knowledge, ideas, inventions, human and financial capitals and become fully participating member of the global economy. Empirical related study of research work done was also extracted while filling the gap in literature to show the relevance of this study.

METHODS

This chapter of the study will present the information on the methods and procedures to be adopted by the researcher in the conduct of the study. These were discussed under the following subheadings; research design, population of the study, sample and sampling technique, research instrument, validity of the instrument, reliability of the instrument, administration of instrument and method of data analysis.

Research Design

This study adopted the Survey Design. This design is relevant to this study because it collected data from respondents and present them without manipulation.

Population of the Study

The population of this study comprised of all the two hundred and sixty-eight (268) Public Secondary Schools in Rivers State. Therefore, all the secondary school principals in the public secondary schools constituted the population of the study (Post-Primary Schools Board, Rivers State, 2018).

Sample and Sampling Technique

The sample of the study was seventy-one (71) public senior secondary schools drawn from (4) Local Government Area in Rivers State. This represented 26% of the school population of the study. A simple random sampling technique was used to select the sample size.

Instrumentation

The instrument that was used for data collection is a self-constructed questionnaire tagged Implementation of Entrepreneurship Education in Public Secondary Schools Questionnaire(IEEPSSQ). The scale contained 28 items, and was divided into two sections. Section A contains the demographic data of the respondents while sections B addresses the issues relating to the research questions and hypotheses of the study which was based on a modified 4 point Likert Rating Scale of; Very High Extent (VHE)-4 Points; High Extent (HE), 3 Points; Low Extent (LE)-2 Points; Very Low Extent (VLE)-1 Point

Validity

The content and face validity method was used to ensure the validity of the questionnaire. Each of the items in the instrument constituted material with research questions. The instrument was checked by the researchers' supervisor and other lecturers considered to be knowledgeable in measurement and evaluation. Observation made was used to modify the instrument.

Reliability

The test-retest method was used to determine the reliability of the instrument. Applying the method, the researcher will administer ten (10) copies of the instrument to different staffs outside the sample area. After two weeks, the same instrument was re-administered to the same respondents. The copies were retrieved and correlated; using r Coefficient. The reliability index 0.88 was obtained which shows the instrument was reliable for the study.

Administration of Instrument

The copies of the questionnaire were administered to seventy-one (71) Principals of the sample in the Public Secondary Schools in Rivers State with assistance. After a period of one week, the entire administered questionnaire was retrieved by the researcher with the research assistant for analysis. This represented 100% return rate.

Method of Data Analysis

The mean and standard deviation (SD) was used in answering the research questions, while z-test was employed in testing the hypotheses formulated for the study, at 0.05 level of significance. The criterion mean that was used in scoring the questionnaire is 2.50.

Answers to Research Questions

Research Question One: To what extent is entrepreneurship education taught in public secondary schools for self-reliance in Rivers State?

Table 1: Mean ratings and Standard Deviation of urban principals and rural principal on the extent to which entrepreneurship education taught in public secondary schools for self-reliance in Rivers State.

S/N	Extent to which entrepreneurship education taught	URBAN PRINCIPAL= 41		RURAL PRINCIPAL= 30		Aggregate Mean	Remarks
		\bar{x}_1	S. D ₁	\bar{x}_2	S. D ₂		
1.	Entrepreneurship is taught once in the school time table per week	2.46	0.97	2.30	0.86	2.38	Low Extent
2.	Entrepreneurship education is taught twice per month	3.17	0.91	2.93	1.00	3.05	High Extent
3.	Entrepreneurship education taught thrice per term per term in my school	2.93	0.75	2.87	0.92	2.90	High Extent
4.	Entrepreneurship education is not taught with appropriate instructional materials.	3.12	0.92	2.90	1.01	3.01	High Extent
5.	Entrepreneurship education is not taught with practical in my school	3.07	0.87	3.20	0.91	3.14	High Extent
	Average Mean	2.95	0.88	2.84	0.94	3.09	High Extent

Result of analyses on table 1 with research question “To what extent is entrepreneurship education taught in public secondary schools for self-reliance in Rivers State reviews that item 1 falls below this situation of 2.50 and was disagreed with the number of times entrepreneurship education were taught in public secondary schools for self-reliance in Rivers State. While item 2 and 3 were above the criterion mean of 2.50 and were agreed as number of times entrepreneurship education were taught in public secondary school for self-reliance in Rivers State. Also item 4 with the aggregate mean of 3.01 were agreed that entrepreneurship education programme were not taught with appropriate instructional materials in public secondary school for self-reliance in Rivers State. Item 5 with the aggregate mean of 3.14 was agreed with high extent that entrepreneurship education was not taught with practices in public secondary school for self-reliance in Rivers State. On ranking, items 5, 2,4,3 and 1 ranked first, second, third, fourth and fifth respectively.

The result on the table item 1 review that entrepreneurship education is not taught once in the school time table per week. While item 2 and 3 shows that entrepreneurship education is taught between twice and thrice per month in public secondary school in Rivers State. Also item 4 shows that entrepreneurship education is taught without the use of appropriate instruction of material in public secondary school while item 5 shows that no practical measures is applied when teaching entrepreneurship education in public secondary school for self-reliance in Rivers State with the average mean of 3.09 which is the above the criterion mean of 2.50.

Research Question Two: To what extent are qualified teachers available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Rivers State?

Table 2: Mean ratings and Standard Deviation of urban principal and rural principal on extent qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Rivers State.

S/N	Extent qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance	URBAN PRINCIPAL= 41		RURAL PRINCIPAL= 30		Aggregate Mean $\frac{\bar{x}_1 + \bar{x}_2}{2}$	Remarks
		\bar{x}_1	S. D ₁	\bar{x}_2	S. D ₂		
6.	Our teachers are highly Skillful to teach entrepreneurship education	3.22	0.92	3.13	0.96	3.18	High Extent
7.	Our teachers have innovative ability to teach entrepreneurship education	3.27	0.83	3.17	0.90	3.22	High Extent
8.	Our teachers have the practical orientation to teach entrepreneurship education	3.10	0.79	3.00	0.93	3.05	High Extent
9.	Our teachers have the functional capability to conduct entrepreneurship education	2.88	0.97	2.81	0.98	2.85	High Extent
10.	We are taught by teachers with NCE holders degree in my school	3.02	0.9	3.07	0.96	3.05	High Extent
	Average Mean	3.10	0.88	3.04	0.95	3.07	High Extent

The result analysis in table 2 reviews that item 6, 7, 8, 9 and 10 respectively with aggregate mean for both urban and rural principals are 3.18, 3.22, 3.05, 2.85 and 3.05 respectively which are above the criterion mean of 2.50, agreed in high extent that the teachers are highly skillful to teach entrepreneurship education, teachers have innovative ability to teach entrepreneurship education, teachers have the practical orientation to teach entrepreneurship education, teachers have the functional capability to conduct entrepreneurship education, also that they are taught by teachers with NCE holders degree in their school. In ranking, item 7, 6, 8, 9 and 10 respectively rank first, second, third and fourth. The results show that the respondents agreed on the extent to which qualified teachers are available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State with average mean of 3.07 which is above criterion mean of 2.50.

Test of Hypotheses

HO₁: There is no significant difference between the mean ratings of urban and rural principal secondary school principals on the extent to which entrepreneurship education are taught in public secondary schools for self-reliance in Rivers State.

Table 3: z-test Analysis of the Difference between the Mean Ratings of Urban Principals and Rural Principals on the extent to which entrepreneurship education are taught in public secondary schools in Rivers State.

Respondents	N	\bar{x}	SD	df	z-cal	z-crit.	Sig. of level	Result
Urban Principals	41	2.95	0.88	68	0.51	± 1.96	0.05	Accepted
Rural Principals	30	2.84	0.94					

Data on table 3. show z-test of difference between the mean ratings of Urban Principal and Rural Principal on the extent to which entrepreneurship education are taught in public secondary schools in Rivers State. The calculated z-value used in testing the hypothesis stood at 0.51, while the z-critical stood at ± 1.96 , at 0.05 level of significance and 68 degrees of freedom, the calculated z-value of 0.51 is less than the critical z-value of ± 1.96 , hence, there is no significant difference between the mean ratings of the respondents. On the strength of this observation, the researcher accepted the null hypothesis that, there is no significant difference between the mean ratings of urban principals and rural principals on the extent to which entrepreneurship education are taught in public secondary schools in Rivers State.

HO₂: There is no significant difference between the mean ratings of urban principals and rural principal on whether there are qualified teachers available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Rivers State

Table 4: z-test Analysis of the Difference between the Mean Ratings of urban principal and rural principal on whether there are qualified teachers available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State.

Respondents	N	\bar{x}	SD	df	z-cal	z-crit.	Sig. of level	Result
Urban Principals	41	3.10	0.88	68	0.28	± 1.96	0.05	Accepted
Rural Principals	30	3.04	0.95					

Data on table 4 show z-test of difference between the mean ratings of urban principal and rural principal on whether there are qualified teachers available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. The calculated z-value used in testing the hypothesis stood at 0.28, while the z-critical stood at ± 1.96 . At 0.05 level of significance and 68 degrees of freedom, the calculated z-value of 0.28 is less than the critical value of ± 1.96 , hence, there is no significant difference between the ratings of the respondents. On the strength of this result, the research therefore upheld the null hypothesis that, there is no significant difference between the mean ratings of urban principal and rural principal on whether there are qualified teachers available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State.

DISCUSSION OF FINDINGS AND IMPLICATIONS

Extent to which entrepreneurship education taught in public secondary schools

The findings show the extent to which entrepreneurship education is taught in public secondary schools. The calculated z-value used in testing the hypothesis stood at 0.51, while the z-critical stood at ± 1.96 , at 0.05 level of significance and 68 degrees of freedom, the calculated z-value of 0.51 is less than the critical z-value of ± 1.9 , hence, the researcher accepted the null hypothesis that, there is no significant difference between the mean ratings of urban principals and rural principal on the extent to which entrepreneurship education are taught in public secondary schools in Rivers State.

Extent to which qualified teachers available for the implementation of Entrepreneurship Education for self-reliance

The findings shows the extent to which qualified teachers available for the implementation of entrepreneurship education for self-reliance calculated z-value used in testing the hypothesis stood at 0.28, while the z-critical stood at ± 1.9 , at 0.05 level of significance and 68 degrees of freedom, the calculated z-value of 0.28 is less than the critical value of ± 1.96 , hence, the research therefore upheld the null hypothesis that, there is no significant difference between the mean ratings of urban principal and rural principal on whether there are qualified teachers available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Rivers State. The role of teachers in achieving sustainable improvement in the implementation of entrepreneurship education in secondary schools is a cardinal one.

CONCLUSION

Realizing the benefits of entrepreneurial studies at the secondary school level depends to a significant extent on the pedagogical practices of its teachers, including the usefulness of the learning activities. Entrepreneurial studies cannot be taught in the same way that social studies, mathematics, and science are traditionally taught at the SSS level in Nigeria. A shift in pedagogy is needed at that level in order to make entrepreneurship truly an applied discipline. Entrepreneurship requires action, whether it is conceptualized as the creation of new products or processes, entry into new markets, or the creation of new ventures, it typically involves personal initiative and commitment. For this reason, students cannot be expected to learn the craft of entrepreneurship by sitting down passively and absorbing endless facts, information and figures from the teacher.

Recommendations

Based on the results of the findings of this research work, the following recommendations were made:

- Government at all levels should endeavor to provide fund for the implementation of entrepreneurial education and enforce that such funds are not diverted or embezzled.

- The ministry of education and other education agencies should improve the level implementation by making it a point of responsibility to monitor the implementation of entrepreneurial education in Nigerian secondary schools especially in the present day recessive economy.
- Writing of vocational subjects such as wood work, electronics repairs, building construction, basic and applied electricity, sewing, bead making, hair dressing et cetera should be compulsory in SSCE, NECO, GCE and UTME.
- Principals should re-dedicate themselves by attending more workshops, seminars to acquaint themselves with these skills so that they can in turn, impact same in both the teachers and students.

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