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The influence of entrepreneurship education among senior secondary school students in Billiri LGA of Gombe State

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ABSTRACT

This study examined the influence of entrepreneurship education among secondary school students. Entrepreneurship education is seen as then key driven factor to the economy of any nation, that is why the Federal Government through the Nigerian Educational Research and Development Council (NERDC) introduced entrepreneurship education in secondary schools with the sole aim of providing students with skills and attitudes that will make them self-reliance as well as employers of labour. A survey research design was used and a simple random sampling techniques was employed to select 100 students from all the senior secondary schools in Billiri LGA of Gombe State. The instrument for data collection was a 21 item questionnaire designed on a four points likert scale. The data were analysed using mean, standard deviation and Pearson coefficient. The findings revealed that entrepreneurship education has an influence on students' self-reliance as well as it motivate students to be job creators. Furthermore, the result of the hypothesis shows that there is no significant relationship between male and female students on their view on the influence of entrepreneurship education on students' self-reliance but it shows a significant relationship exist between public and private schools students on their view on the influence of entrepreneurship education on students' self-reliance. Based on the findings the following recommendations were made that government should increase the funding of entrepreneurship education in our schools, adequate and experience qualified teachers should be recruited to teach entrepreneurship subjects in our secondary schools, teachers that specialized in the fields among others.

Keywords: Entrepreneurship Education, Self-reliance, Poverty, Unemployment, job creation

1. INTRODUCTION

Nigeria like most developing nations of the world is faced with myriads of problems and harsh realities which include poverty, unemployment, conflict and diseases. (Baba 2013). The world poverty clock 2019 report has revealed that 91.8 million people in Nigeria now live in extreme poverty. According to the World Bank, a person can be said to be living in extreme poverty if they live below the poverty line of \$1.90 which translate to #693.5 per day. In June 2018 the world poverty clock had name Nigeria as the poverty capital of the world with a statistic showing 87 million people live in extreme poverty. The latest statistic indicates that since June 2018 4 million Nigerians have slipped into extreme poverty. They also ascertain that by 2030 120 million are expected to join the poverty club. This was further confirmed by the British Prime Minister Theresa May, who said Nigeria had become home to the largest number of very poor people in the world (the cable Feb. 2019).

Alozie (2019) posit that various programs put in place in Nigeria over the years have hardly made a significant impact in alleviating the poverty level in Nigeria as a greater percentage of Nigerian still wallow in abject poverty. While Danaan (2018) ascertain that the government programs and policies employed to spur innovations, entrepreneurship, infrastructural development and improved welfare has proven to be inadequate to address the poverty situation in Nigeria.

Unemployment and poverty are so intertwined that one can easily confuse one for the other, Unemployment reflect the failure to make use of labour force as well as high unemployment indicates poverty. Ezie (2012) stated that unemployment situation in Nigeria is disturbing and even more disheartening that the country's economic condition cannot absorb and optimal proportion of its labour force. In support of this statement Egunjobi (2014) revealed that the incidence unemployment in Nigeria has been deep and widespread, cutting across all facets of age group, educational strata and geographical entities and she believes that unemployment is one of the serious impediments of social progress. In a report from the National Bureau of Statistics stated that unemployment rate increased from 17.6 million 18.8% in Q3'17 to 20.9 million 23.1% in Q3'18. They further stated that unemployment rate in Nigeria has been on the increase since the economic crisis in 2014. Looking at the above assertions of both poverty and unemployment it clearly indicates that Nigeria is sitting on a time bomb which signal a very serious problem in the country that needs to be address. Different programs have been introduced by various administrations over time to address youth unemployment and poverty which has been an issue of significant public concern since the days of Structure adjustment program (SAP) that was introduced in the 1980's In fact, youth unemployment and poverty had become the focus of the social policy for government that ruled Nigeria from independence to date.

Recently the Federal Government through the National Education Research and Development Council (NERDC) developed a new curriculum for senior secondary schools in 2010, Entrepreneurship and trade related subject where introduced with the aim of providing functional education to students so that they should be equipped with the necessary skills and desired knowledge that will make them to become self-reliance. Sajuyigbe, Kareem and Oyedele (2016) posit that Entrepreneurship Education has been recognised as an antidote to unemployment and poverty among the youths in both developed and developing countries. Ngerem and Ezikpe (2016) believes that Entrepreneurship Education is the core of both individual and society's economy. For an individual to meet up with the demand of the society

he needs some skills; with these skills, he can explore his environment for the betterment of both himself and the society. They further added that only through Entrepreneurship Education that school leavers (youths) will be exposed to self-employment. In a research carried out by Okpochefo and Alike (2018) they ascertained that a nation like Nigeria, which is among the developing countries of the world cannot afford to neglect the relevance of entrepreneurship education if career development of her citizens must be developed optimally and if she must advance or progress technologically.

Despite the introduction of Entrepreneurship Education in Nigerian schools many graduates still remain unemployed for a long period of time after graduation. The entrepreneurship education delivered to students seem not to be meeting the aim and objectives of the compulsory course. The content and management of the course seem to be porous. The purpose of establishing the entrepreneurship courses seem to be defeated (Ifedili and Ofoegbu 2011).

The compounding issues to be address in this study have to do with the challenges militating against the implementation and success of Entrepreneurship Education in Nigerian schools. The primary objectives of Entrepreneurship Education is to prepare school graduates to acquire relevant functional trade/entrepreneurial skills as to prepare for useful living, the curriculum focus on value orientation, job Creation, wealth generation and poverty reduction. However, close to ten years of the introduction of the program the practical implementation still suffers a setback, it is not yielding the required result. Hence, this study is geared toward determining to what extent Entrepreneurship Education motivates students to be self-reliant as well as the factors affecting the success of Entrepreneurship Education in secondary schools.

2. CONCEPTUAL ANALYSIS

2. 1. Concept of Entrepreneurship

Entrepreneurship is all about self-development, and self-reliance that will generate employments opportunities. Gana (2001) sees entrepreneurship as an ability to seek investment opportunities and establish and enterprise based on identified opportunities. While, Robert (1985), cited in Baba (2013) defined entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, and social risk and receiving monetary and personal satisfaction. Also Suleiman (2006) looked at entrepreneurship as the willingness and ability of an individual to seek for investment opportunities, to establish and run an enterprise successfully. Furthermore Evans-Obinna (2016) Viewed Entrepreneurship as the ability to perceive and undertake business opportunities, taking advantage of scarce resources utilization. Therefore, in view of the above definitions given by various scholars, entrepreneurship can be view as, how to plan, organize, manage and take the risk of establishing a new business.

Unachukwu (2009) paraphrased that the concept of entrepreneurship is associated with a number of activities including the following.

- 1) The ability to create and build something from nothing.
- 2) The ability of having vision matched with focused and determination of building an enterprise.
- 3) The skills of seeing an opportunity where others fail to do so.
- 4) The ability to build working teams to complement your own talents and effort.

- 5) The ability to aggregate, marshal and control resources judiciously.
- 6) The willingness and ability of innovativeness and creativity.
- 7) The willingness to undertake personal and financial risk.
- 8) The ability to engage in activities despite all odds and in fact surmounting these odds and possibly turn them into your own favour.

From these entire points one can conclude that entrepreneurship is an act of generating ideas and translating those ideas into reality through innovation and creativity.

2. 2. Entrepreneurship Education

Nwosu and Ohia (2009), viewed entrepreneurship education as that aspect of education which equips an individual and creates in the person the mindset to undertake the risk of venturing into something new by applying the knowledge and skills acquire in school.

Similarly, Alberti, Sciascia and Poli (2004), submitted that entrepreneurship education is the structured formal conveyance of entrepreneurship competencies which in turn refers to the concept, skills and mental awareness used by individuals during the process of starting and developing their growth oriented ventures. Furthermore, Suleiman (2010) stated that entrepreneurship education seeks to prepare people particularly the youths: to be responsible, enterprising individual who become entrepreneurs or entrepreneurial thinkers by immersing them in real learning experience where they can take risk, manage result and learn from the outcome. While Ifegbo (2000) expressed that entrepreneurship education is the training that emphasizes the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him and within the limits of his capability.

In the word of Gbemisola and Adeola (2015) entrepreneurship education is the systematic development of skills, knowledge and attitudes necessary for an individual to perform adequately in a given business or occupational oriented opportunities for improved performance of a country economy. Therefore, entrepreneurship education can be seen as an education that inculcate the learners with the right attitudes, skills, creativity, innovation and risk bearing in establishing and managing a business ventures.

Currently entrepreneurship education is being offered as compulsory subjects in secondary schools and this introduction of entrepreneurship subject in the secondary schools curriculum is to orient the student on how to be self-reliance, by giving them with the necessary skills, ability and ideas on how to establish and manage small business ventures, so that the problem of unemployment in the country will reduced if not completely eliminated.

Below are the Objective of Entrepreneurship Education spelt out by Osuala (2010) in Beetseh and Ahima (2012).

- 1) To provide meaningful education for youth which will make them self-reliance and subsequently encourage them to drive profit and be self-independent.
- 2) To provide graduate with the training and support necessary to help them establish a career in small and medium size business.
- 3) To provide graduate with training skills that will make them meet the manpower needs of the society.
- 4) To provide graduate with enough training in risk management to make uncertainty bearing possible and easy.

- 5) To stimulate industrial and economic growth of rural and less developed area.
- 6) To provide graduate enough training that will make them creative and innovative in identifying new business opportunities.
- 7) To provide small and medium sized companies with the opportunity to recruit qualified graduates who will receive training and tutoring in the skills relevant to management of business center.

From the above objectives, entrepreneurship education is a kind of education when fully implemented will provide the students with appropriate skills, knowledge, creativity, ideas, innovation and ability to be self-dependent if not an employer of labor, which will reduce the rate of unemployment among the youths and eradicate poverty in the country.

3. THEORETICAL FRAMEWORK

3. 1. McClelland theory

The theoretical foundation of this study is based on the psychological theories of McClelland, The Need for Achievement theory which try to justify the driven force that cause individuals to become entrepreneurs, and behaves like entrepreneurs.

David McClelland a Harvard psychologist developed the need for achievement theory in 1961. He believed that entrepreneurship is learned and that such learning can be encourage fruitfully, he stressed the importance of middle childhood as the formative period of entrepreneurial attitudes and believed, that achievement orientation develop during the middle childhood emphasizing high standard, self-reliance etc. manifest in the behaviour such as problem-solving, reaching goals through efforts, do things in a new and better way and make decisions under uncertainty.

He argued that entrepreneurial behaviour is motivated by the individual need for achievement. He further explained that a society with many people who have high need for achievement will likely have many entrepreneurs, while a contented or lazy society will not produce or even cherish entrepreneurship. Dedekuma and Akpor-Robaro (2015) explained the speculation that people with high need achievement are like to take risks, but only reasonable ones. Such risks stimulate them to greater effort.

They explained that, classes, tribes or nations differ in entrepreneurship not as result of different ideology and value system but due basically to their differing positions of “need-for-achievement” in the pyramid of intrinsic motives. McClelland opined that certain societies tend to produce a larger percentage of people with high “need for achievement” than others. This accounts for the dearth of effective entrepreneurs and the low level of entrepreneurial activities in many countries, and the disparity in industrialization and economic development among nations. They further opined that the validity of the McClelland’s theory to entrepreneurial motivation and emergence is never in doubt, particularly in the context of developing countries. Evidence has shown that people in developing countries are low in need achievement and high in need for power and affiliation.

In Nigeria for instance the quest for power and affiliation is more because majority of the people are looking for opportunity to enrich themselves by hook or crook rather than need for achievement, and that is why entrepreneurship in Nigeria in spite of government effort remained low.

4. EMPIRICAL STUDIES

This section will review some important literature that are related to the Study and the need to reposition entrepreneurship education for sustainable development.

In a research carried out by (Baba 2013) he believed that entrepreneurship is essentially for rapid and sustained economic growth and development, it create the required manpower and skills necessary for accelerated growth, reduce unemployment and poverty. He stressed that it is therefore, strategic and wise for Nigeria to assign a significant and increasing role to entrepreneurship in their effort to revamp its economy.

Aja-Okorie and Adali (2013) in their research on Achieving Youth Empowerment through Repositioning Entrepreneurial Education in Nigerian Universities said that people exposed to entrepreneurship frequently express that they have more opportunity to exercise creative freedom, higher self-esteem and an overall greater sense of control over their own lives. As a result many experienced business people, political leaders, economist and educators believed that fostering a robust entrepreneurial culture will maximize individual and collective economic and social success on a local, national and global scale. They further said that given this assertions it is important to prepare youths and adults to succeed in an entrepreneurial economy.

Egbefo and Abe (2017) found out that Entrepreneurship education is a most effective means for society to develop its members' potentials to respond to the challenges of the future especially the world of work and togetherness. The provision of relevant and appropriate skills which is the focus of entrepreneurship education, represents a significant element of the overall development pathway of the country.

The great need for entrepreneurship development in Nigeria today, more than ever, is necessitated by the rate of unemployment and its effect on both the people and the nation and the need for small and medium enterprises. In spite of the fact that entrepreneurship development has been regarded as the bulwark for employment generation and technological development in Nigeria, the sector nevertheless has had its own fair share of neglect with concomitant unpleasant impacts on the economy (Okpara, 2000).

4. 1. Statement of Problem

In Nigeria there is need to ensure that school leavers are not only self-reliance but employers of labour, in trying to achieve this, the Federal Government through the National Educational Research and Development Council (NERDC) introduce entrepreneurship education in all secondary school's with the aim of equipping students with entrepreneurial skills and attitudes that will make them self-reliance.

Despite this bold step taken by the government in introducing entrepreneurship education about ten years the practical implementation still suffers a set back and the prevalence rate of poverty and unemployment in Nigeria today is alarming. Sajuyigbe, Kareem and Oyedele (2016) stated that in Nigeria, poverty, insecurity, unemployment and hunger have been the other of the day despite the Nigerian adoption of entrepreneurship education to accelerate economic growth and development. While Okeke, Chukwudebelu and Ideke (2016) paraphrased that the state of education in Nigeria is perilous and the generic role of education as a catalyst for national development appears to be cloudy and the place of entrepreneurship education as a critical component of the template for national reconstruction seems not to be yielding result.

The government officially acknowledge that there exist a “missing link”. Meaning that there is a gap between entrepreneurship education and entrepreneurial skills need for self-reliance in the country. Should the “missing link” gap persist, the objectives of entrepreneurship education may be difficult to achieve. A need therefore arise to investigate why there is a persistent “missing link” and what are the challenges militating against the success of entrepreneurship education in the county.

4. 2. Research Questions

The following research questions were raised to guide the study.

1. To what extend does Entrepreneurship Education influence secondary school students to be self-reliant in Billiri LGA of Gombe State?
2. What are the student’s perception on the influence of Entrepreneurship Education as a tool for job creation in Billiri LGA of Gombe State?
3. What are the factors affecting the teaching and learning of Entrepreneurship Education in secondary schools in Billiri LGA of Gombe State?

4. 3. Research Hypothesis

The following research hypothesis were formulated:

1. There is no significant relationship between male and female students on their view on the influence of Entrepreneurship Education on student’s self-reliance.
2. There is no significant relationship between public and private schools on their view on the influence entrepreneurship education on student’s self-reliance.

5. METHODOLOGY

5. 1. Research Design

The design adopted for this study is descriptive survey research design According to Fraenkel and Wallen (2000), descriptive survey is the process of gathering data to test hypothesis or to answer research questions with regard to the status of the subject after investigation. This research design is adopted to enable the researcher get detailed information on the variables about the nature of the phenomena with the aim of describing and understanding it better to draw meaningful conclusions.

5. 2. Area of the Study

The study was carried out in Billiri one of the 11 local government area of Gombe state Nigeria, located in the southern senatorial zone of the state. Billiri has 21 senior secondary schools both public and private. The people are predominantly farmers.

5. 3. Population of the Study

The target population consist of all the students of senior secondary schools in Billiri local government area which happen to be twenty one senior secondary schools in the area comprised both public and private schools.

5. 4. Sample and Sampling Techniques

Simple random sampling techniques was used to select 100 students from all the senior secondary schools in Billiri Local Government of Gombe State. Each individually was chosen entirely by a chance and each member of the population has an equal chance of been selected.

5. 5. Instrumentation

The instrument for data collection used by the researcher was questionnaire developed by the researcher. It was divided in two parts A and B. Part A consists of personal data of the respondent with their identity remain confidential like (gender, age, level etc.). While part B was divided into three sections with 21 questions, designed in a 4-point Likert rating scale

- Strongly Agreed (SA)
- Agree (A)
- Disagreed (D)
- Strongly Disagreed (SD)

5. 6. Validity and Reliability

Validity is the ability of a measuring instrument to measure what is claim to measure (Kothari 2011). In order to ensure acceptable validity the instrument was face validated by two experts from the department of Test and Measurement and Centre for Entrepreneurship Study in Gombe State University.

The Observations and corrections recommended by the experts were effected. Reliability on the other hand is a measure of degree to which a research supplies consistent results after repeated trials. (Cooper & Schindle 2006).

The reliability of this instrument was established using Cronbach alpha to measure the internal consistency of the questionnaire and a reliability coefficient of 0.79 was obtained which shows the instrument was reliable.

5. 7. Procedure for Data Collection

The instrument was distributed personally by the researcher in other to achieve a good return. A total of 100 questionnaires were administered to the respondents, and all were collected back.

5. 8. Methods of Data Analysis

The research questions was analysed using mean and standard deviation. To arrive at a decision, any item that is positively worded which has a mean score of 2.5 and above is taken as accepted. While the hypothesis were tested using Pearson product moment correlation at 0.05 alpha level of significance.

The above item were determined using the following formula: $1 + 2 + 3 + 4 = 10/4 = 2.5$
Mean = 2.5. This means that any item that is below the mean of 2.5 is considered rejected while any item that attracts a mean of 2.5 and above is then considered accepted.

6. RESULT AND DISCUSSION

6. 1. Results

Table 1. Demographic characteristics of the respondents.

VARIABLES	FREQUENCY	PERCENTAGE
Gender		
Male students	59	59
Female students	41	41
Class		
SS 1	08	08
SS 2	25	25
SS 3	67	67
Nature of schools		
Public	67	67
Private	33	33

The distribution of the respondents by their socio demographic characteristics is presented in Table 1. The data revealed that majority of the respondents which constituted 59% were male students while 41% were female students. On the nature of schools 67% of the respondents came from public schools while 33% from private schools. It also shows that 67% of the respondents are SS 3 students, 25% are SS 2 students while 08% are SS 1 students.

6. 1. 1. Research Question 1

To what extent did entrepreneurship education influence secondary school students to be self-reliance?

Table 2. Mean and standard deviation of the influence of entrepreneurship education on student's self-reliance

SN	STATEMENTS	MEAN	SD	DECISION
1.	It helps students to identity problems	3.44	0.67	Accepted
2.	It helps students in decision making	3.44	0.59	Accepted

3.	It helps students to acquire marketing and advertising skills	3.49	0.63	Accepted
4.	It help students to respond to challenges	3.26	0.63	Accepted
5.	It helps students with the spirit of team work	3.28	0.57	Accepted
6.	It helps students to be dynamic leaders	3.03	0.71	Accepted
7.	It improves students interpersonal skills	3.49	0.52	Accepted
	Grand Total	3.35	0.69	Accepted

From the above table all the items from 1-7 with a mean score ranging from 3.03 to 3.49 which is above the cut-off mark of 2.50, shows that entrepreneurship education influences students to be self-reliance.

6. 1. 2. Research Question 2

What are the students' perception on the influence of entrepreneurship education as a tool for job creation?

Table 3. Mean and standard deviation of students' perceptions on the influence of entrepreneurship education as a tool for job creation.

SN	STATEMENTS	MEAN	SD	DECISION
1.	Did you believe entrepreneurship education has effect on poverty reduction	3.32	0.83	Accepted
2.	Do you think it provide employment to secondary school students	3.34	0.65	Accepted
3.	It equips students with the skills and knowledge for job creation	3.63	0.53	Accepted
4.	It developed in the students the spirit of problem solving through creativity	3.28	0.70	Accepted
5.	It exposed students to the world of business	3.45	0.58	Accepted
6.	It help students to contribute their quarter to the economic development of the nation	3.46	0.58	Accepted
7.	It gives students great sense of responsibility	3.50	0.52	Accepted
	Grand Total	3.43	0.64	Accepted

The table above revealed that all the items from 1-7 agreed with a mean rating ranging from 3.28 to 3.63 which are above the cut-off mark of 2.50. This shows entrepreneurship education has an influence effect on job creation.

6. 1. 3. Research Question 3

What are the factors affecting the teaching and learning of entrepreneurship education in secondary schools?

Table 4. Mean and standard deviation on the factors affecting the teaching and learning of entrepreneurship education in secondary schools in Gombe State.

SN	STATEMENTS	MEAN	SD	DECISION
1.	Poor funding from the government	3.36	0.66	Accepted
2.	Overcrowded classroom	2.87	0.96	Accepted
3.	Students poor attitude to learning	3.10	0.78	Accepted
4.	Inadequate equipped workshops and laboratory in schools	3.36	0.73	Accepted
5.	Inadequate power supply	3.11	0.83	Accepted
6.	Inadequate qualified teachers in the area	2.98	0.98	Accepted
7.	Lack of regular and up to date seminars and workshops	3.32	0.75	Accepted
	Grand Total	3.16	0.83	Accepted

The table presented above revealed that, all the items from 1-7 are factors affecting the teaching and learning of entrepreneurship education since the mean rating ranging from 3.10 to 3.36 are above the cut-off point of 2.50.

Hypothesis testing

1. There is no significant relationship between male and female students on their view on the influence of Entrepreneurship Education on student’s self-reliance.

Table 5. Pearson correlation coefficient analysis between male and female students on their view on the influence of entrepreneurship education on student’s self-reliance.

VARIABLES	MEAN	SD	CORRELATION	P-VALUE	t ₀	DF
Male	3.37	0.1501				
Female	3.36	0.2095	-0.483376	0.271807	1.234687	5

*2 tails

The table above showed the t_0 value 1.234687 and a p-value of 0.271807 tested at an alpha value of 0.05 level of significance with 5 degree of freedom. Since the p-value of 0.271807 is greater than the alpha value of 0.05 then the null hypothesis is not rejected with a correlation value of -0.483376 which is weak and negative.

2. There is no significant relationship between public and private schools on their view on the influence entrepreneurship education on student’s self-reliance.

Table 6. Pearson correlation coefficient analysis between public and private schools on their view on the influence of entrepreneurship education on student’s self-reliance.

VARIABLES	MEAN	SD	CORRELLATION	P-VALUE	t_0	DF
Public schools	3.36	0.193				
Private schools	3.31	0.142	0.775859	0.040319	2.749814	5

*2 tails

The table above showed the t_0 value 2.749814 and a p-value of 0.040319 tested at an alpha value of 0.05 level of significance with 5 degree of freedom. Since the p-value of 0.040319 is less than the alpha value of 0.05 then the null hypothesis is rejected and the alternative hypothesis is accepted with a correlation value of 0.775859 which is strong and positive.

6. 2. Discussion of findings

The findings on Table 2 revealed that entrepreneurship education had an influence on student’s self-reliance with a pooled mean of 3.35 which is above the cut-off point of 2.50. This corroborates with the findings of Isa (2019) and Adediran, Akinsanya & Adelegun (2015) who contended that entrepreneurship education has a significance influence on student’s self-reliance.

The findings on Table 3 revealed that majority of the teachers believed that entrepreneurship education had a significance influence on job creation with the pooled mean of 3.43 is above the cut-off point of 2.50. This also corroborates with the findings of Asogwa and Dim (2016), Nwogu, Owhondah & Aleru (2013) and Omolumen & Olajide (2017) that sees entrepreneurship education as a catalyst for job creation.

The findings on Table 4 revealed the constraints facing the teaching and learning of entrepreneurship education in secondary schools as, inadequate equipped workshop and laboratories, overcrowded classroom, students poor attitude to learning, poor funding from government, inadequate power supply, inadequate qualified teachers in the areas among others.

This is in line with Okoro (2015), Nwekeaku (2013) and Akpan & Etor (2013) who also believed that all this are factors affecting teaching and learning of entrepreneurship education. On the result of the hypothesis the findings on Table 5 shows that the hull hypothesis is not rejected with a correlation of ($r = -0.483376$) which is weak and negative, it revealed that there is no significance relationship between male and female students on their view on the influence

of entrepreneurship education on students self-reliance. While the findings on Table 6 revealed that the null hypothesis is rejected and the alternative hypothesis is accepted with a strong and positive correlation of ($r = 0.7759$) which shows there is a significance relationship between public and private school students on their view on the influence of entrepreneurship education on student's self-reliance.

7. CONCLUSIONS

On the premised of the findings it is evidence that the students were positive on their assessment on the influence of entrepreneurship education on students self-reliance and its impact on job creation. They viewed entrepreneurship education as a means of empowering students through acquisitions of skills, knowledge and attitudes that will make them to be self-reliance as well as employers of labour. Most of the students rated poor funding from the government, student's poor attitude to learning, inadequate qualified teachers in the area, inadequate equipped workshops and laboratories and overcrowded classrooms among others as the major factors affecting the teaching and learning of entrepreneurship subjects in secondary schools. The Pearson correlation result revealed negative correlation coefficient between male and female students on their view on the influence of entrepreneurship education on students' self-reliance but shows a strong and positive correlation between public and private schools on their view on entrepreneurship education on student's self-reliance.

Recommendations

In order to achieve good result in entrepreneurship education the following strategies should be adopted.

- 1) Government should provide adequate infrastructural facilities like good workshops, studios and galleries for practical and exhibition.
- 2) Adequate and experience qualified teachers should be recruited to teach entrepreneurship subjects in our secondary schools, teachers that specialized in the fields.
- 3) Educational planners need to ensure that more schools and classes are built so that classes are manageable, which will enable teachers to supervise student's practical works for better result.
- 4) There should be regular and adequate seminars, workshops and conferences for teachers in order to upgrade their knowledge.
- 5) Practical aspects, since they are practical oriented subjects should be taught with relevant equipment and tools.
- 6) Government should find a way of encouraging the students to abreast learning, guidance and counselling units have to be establish in all our schools.
- 7) Government should increase the funding of entrepreneurship education in our schools, for effective delivery.

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