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# Entrepreneurship Education: A Viable Tool in Enhancing Post Basic in Awka Education Zone, Anambra State, Nigeria

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**ENTREPRENEURSHIP EDUCATION: A VIABLE TOOL IN ENHANCING POST  
BASIC EDUCATION IN AWKA EDUCATION ZONE IN ANAMBRA STATE**

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**ABSTRACT**

*The study investigated entrepreneurship Education as a viable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State. Descriptive survey design was adopted for the study. The population of the study is 11,726 which comprised the male and female students at Post Basic Level, the male are 4,070 and the female are 6,656 all are senior students in various schools in Awka Education Zone. Disproportionate stratified sampling technique was adopted for selecting 262 respondents, 186 males and 76 females. Two research questions and one hypothesis guided the study. Questionnaire containing 16 items were the instrument for data collection. The instrument were validated by three experts, two from Educational Management and Planning, one from measurement and evaluation, all from Chukwuemeka Odumegwu Ojukwu University: The validated instrument were trial-tested using 20 respondents which comprised 15 females and 5 male senior student at Enugu state which is outside the study area. Cronbach Alpha technique was used for its determination of the internal consistency of the instrument which gave the reliability coefficient value of 0.76 and 0.81 and overall reliability value of 0.91 was obtained. Mean and standard deviation were used in analyzing the data. The major findings of the study was revealed that government should fund entrepreneurship education, teachers should utilized the available instructional materials given to them, the school management should from time to time invite resource persons to sensitize both the teachers and students on entrepreneurship and the school management should endeavour to organize in-house seminar, workshop and symposia in order to ensure the students acquire skills for self-reliance. Base on the findings, it was recommended among others that government in Anambra state should fund entrepreneurship in all and sundry, there should be in-house vocational training by the school management, employment of qualified teachers and field trip as an activity method should be implemented.*

**Keywords: Education, Entrepreneur, Entrepreneurship, Entrepreneurship Education and Post Basic Education.**

## **INTRODUCTION**

Education is the process through which human beings become morally and culturally accepted as good citizen of their immediate environment. Education is seen as a bedrock of any growing economy. It is a systematic process through which one acquires knowledge, experience, relevant skills and competence for personal development. The National Policy on Education (2014) defined education as an instrument per-excellence in achieving national development. Nwadiani (2011) opined that education embraces not only the deliberate processes of schooling, but it includes indirect and accidental influence. According to Offorma (2015), Education has been described as something more than schooling because people are schooled to accept a society, but they are educated to create or recreate one. However, the major concern of education is to make youth live and function effectively in the society. It is therefore indispensable to make education functional to meet the current values of the present educational system.

The present educational curriculum seems to lack the necessary ingredients that could have been a great leverage to the Nigerian youth. Madumere (2006) lamented that the present process of education enable youths to acquire knowledge and facts with little understanding without useful skills. However, secondary education is a concept that should be elucidated as far as post Basic education is concern. Secondary Education as the name implies is education that comes immediately after primary education. National Policy on Education (2014) defines secondary education as education given in institution of learning to prepare students for higher education. Ochorma (2011), stated that secondary education is the chief cornerstone in educational environment. Therefore secondary education implies the basic and fundamental education a child receives in preparation of higher education.

The same National Policy of Education (2014); enumerated the major aims of secondary education which is to prepare the individuals for useful living within the society; inspire students with a desire for self-improvement and achievement of excellence; raise generation of people who can think for themselves; respect the view and feelings of other; respect the dignity of labour and appreciate value. In addition to this, secondary education as a form of Post Basic Education, is an education children receive after completion of ten years of basic education and same time obtaining the Basic Education Certificate Examination (BECE). Post Basic Education includes: (i) senior secondary education (ii) higher school and (iii) those proceeding to education given in vocational enterprise institution (VELS). All these categories of education are geared

toward impacting specific skills, creativity, value and innovations that will enable students to become self-reliance. Moreover, the same National Policy on Education (2014) highlighted the core objectives of Post Basic Education. They include:

- i. Provide trained man power in the applied sciences, technology and commerce at sub-professional grades;
- ii. Provide entrepreneurial technical and vocational job specific skills for self-reliance;
- iii. Inspire students with a desire for self-improvement and achievement of excellence.

Similarly, the entrepreneurship subjects offered in Post Basic Education is later linked with the current search study. The essence of inculcating entrepreneurial subjects in educational curriculum is to ensure that students in various capacity of learning acquire specific skills for self-reliance. These subjects include: Auto body repair and spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning and refrigeration, Welding and fabrication, Engineering craft practice, Electrical installation and maintenance work, radio, TV and electronic servicing, Block laying, brick laying and concrete work, painting and decorating, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making, upholstery, catering craft practice, garment making, clothing and Textile, Dying and Bleaching, Printing craft practice cosmetology, photography, mining, Tourism, leather goods manufacturing and repair, stenography, data processing, store keeping, Book keeping, GSM – maintenance and Repairs, Animal Husbandry, fishery, marketing and salesmanship.

## **The History of Entrepreneurship in Nigeria**

### **The Early Stage**

Entrepreneurship started when people produced more products than they needed, as such, they had to exchange these surpluses. For instance, if a blacksmith produced more hoes than he needed, he exchanges the surplus with what he had not but needed; maybe he needed some yams or goat etc. he would look for someone who needed his product to exchange with. By this way, producers came to realize that they can concentrate in their areas of production to produce more and then exchange with what they needed.

So through this exchange of products, entrepreneurship started. A typical Nigerian entrepreneur is a self-made man who might be said to have strong will to succeed; he might engage the services of others like, friends, mates, in-laws etc. to help him in his work or

production. Through this way, Nigerian in the olden days were engaged in manufacturing in which case the producer most often started with a small capital, most of it from his own savings. Early entrepreneurship started with trade by barter even before the advent of any form of money.

### **The Modern Stage**

Modern entrepreneurship in Nigeria started with the coming of the colonial masters, who brought in their wears and made Nigerians their middle men in this way, modern entrepreneurship was conceived. Most of the modern entrepreneurs were engaged in retail trade or sole proprietorship because in those days the economy was large enough to absorb into the prestigious occupation all Nigerians their goods. As such, the system made Nigerians to be dependent on the colonial masters.

Again the contrast between Nigerian and foreign entrepreneurs during the colonial era was very detrimental and the competitive business strategy of the foreign entrepreneurs was ruinous and against moral standards established by society. They did not adhere to the theory of “live and let’s live”. For instance, the United African Company (UAC) that was responsible for a substantial percentage of the import and export trade of Nigeria, had the policy of dealing directly with producers and refused to make use of the services of Nigerian entrepreneurs. The refusal of the expatriates to utilize the services of local businessmen inhibited their expansion and acquisition of necessary skills and attitude. Because of this, many eventually folded up. Those that folded up built up resentment against business which became very demoralizing to other prospective entrepreneurs. As a result, the flow of entrepreneurship in the country was showed down. But, with more people being educated and the fact that government could no longer employ most school leavers, economic programmes to encourage individuals to go into private business and be self-reliant were initiated.

Such economic policy programmes that are geared towards self-reliance for individuals are programme as Open Apprenticeship Scheme, Graduate Employment Programmes etc. and other policies that encourage or make it easy for entrepreneurs to acquire the needed funds e.g.; Peoples Bank of Nigeria, Funds for Small-Scale Industries (FUSSI), co-operative societies etc. were established to assist entrepreneurs in Nigeria.

### **Entrepreneur**

Entrepreneur is an individual who engages in entrepreneurial activities with the view of acquiring specific skills that can aid one enhance business opportunities. It is an application of

innovative ability and creativity which enable an individual to explore an environment for business opportunities. Ikechukwu (2014) opined that “entrepreneurs are people driven by passion to be the bosses of their own and thus transform the passion into profit making venture”. An Entrepreneur therefore is a person who has innovative ability and creative ideas for a business venture and possesses the required skills, competence and capability to create new products, goods and services for profit making bearing the risk. This means that an entrepreneur is a leader and individual who identifies and solve existing problems. He is creative, innovative, opportunist, risk-taker, initiator, skilled and open minded with vision and mission to motivate and drive a business venture with sense of value, team-building and managerial skills. He combines capital, land, and labour to manufacture goods or provide services to solve existing problems.

### **Entrepreneurship**

Entrepreneurship is the key driver of a growing economy. It is inevitable and a necessary component of sustainable development in any society. The quest for self-reliance through entrepreneurship has always been the desire of many nations as it leads to development of human capital, economic growth, job creation and productivity. Entrepreneurship is the dynamic process of creating incremental wealth. Entrepreneurship is the process by which individuals pursue opportunities without regard to the resources they currently control. Nzewi (2017) stated that entrepreneurship requires the application of energy and passion towards creations and implementation of new ideas and solutions. According to McIltoch (2013), Entrepreneurship is the skill in starting new business especially when this involves seeing new opportunity. Obiorah (2003) opined that entrepreneurship is a veritable tool for employment among graduate youths. Therefore entrepreneurship could be seen as the process of creating, developing, organizing and managing business enterprises and bearing the risks with a view of making profit. This implies that it is the ability and desire to perceive and undertake new business opportunities taking advantage of scarce resources for self-reliance.

### **Entrepreneurship Education and the Role of Libraries**

Education aids in imparting specific practical skills into the students of which entrepreneurship education is an integral part of functional education. Entrepreneurship education is the process of providing individuals with knowledge, skills, ability to identify

business opportunities and the insights to carry the business along for sustainability. Be that as it may, entrepreneurship education is a form of education that seeks to provide knowledge, skills, attitude and motivation to the youth for entrepreneurship success in business one engages himself. Its emphasis is on developing imaginative thinking, critical thinking, risk acceptance and business acumen. Entrepreneurship Education, according to Paul (2005); is structured to achieve the following objective. They includes: to offer functional education for the youth that will enable them to be self-employed and self-reliant; provide the youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities; to serve as a catalyst for economic growth and development; to reduce high rate of poverty; to offer tertiary institution graduate with adequate training in risk management and to make certain bearing feasible; to create employment generation; reduction of rural-urban migration; provide the young graduates with adequate training and support that will enable them to establish a career in small and medium sized business and to inculcate the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. Sequel to this, the constructive strategies of entrepreneurship as stipulated by Usioboh (2008), includes: create job through the formation of new enterprise especially small scale business; raise productivity through various forms of innovation; facilitate transfer of technology or the adaptation of existing ones; harness resources that might otherwise remain idle and put them into productive use; stimulate growth in those sectors which supply it with inputs; reinvigorate small scale business and also public enterprises and encourage and sustain economy dynamism that enables an economy to adjust independence and status for themselves in society.

The library is the life wire and integral part of any educational system. It is the repository of knowledge. They play an indispensable role to systematically acquire, organize, preserve and disseminate information resources for teaching and learning in every field of human endeavor. In every level of education, be it Basic, Post Basic or tertiary institutions, it is requisite for libraries to acquire appropriate information resources especially in the field of entrepreneurship education in order to promote skill acquisition, knowledge, value, attitude and capacity to create ideas and innovations for self-reliance.

## **Statement of Problems**

There are prevalent problems militating against the advancement of entrepreneurship education as a veritable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State. It is highly pathetic that the government in Anambra State, school administrators and teachers in various secondary schools are not meeting up to expectations.

However, it was in this platform, that the researchers investigated and discovered that funding of entrepreneurship education which entails vocational and technical institutions is at a low extent. In addition to this, lack of manpower facilities, poor usage of instructional materials by the teachers constituted another major obstacle to the advancement of entrepreneurship education in various secondary education system. It also seems that there was high level of neglect on teacher education in the area of sensitizing the teachers on skill acquisition through organizing seminars, workshop and mini symposiums by the school management. This could have been a great leverage to the students through impacting specific skills for self-reliance: Moreover, some of the teachers employed to teach entrepreneurial subject were not exposed to training base on their academic discipline.

It was in this scenario that the researchers intend to proffer solution on how entrepreneurship education could help to enhance Post Basic Education in Awka Education Zone in Anambra State.

## **Purpose of Study**

The main purpose of the study was to investigate the entrepreneurship education: A viable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State. Specifically, the study was designed to determine:

1. The extent to which entrepreneurship education a viable tool in enhancing Post Basic Education in Anambra State.
2. The factors that hinders the advancement of Post Basic Education in Anambra Sate.

## **Research Questions**

The following research questions were formulated to guide the study;

1. To what extent is entrepreneurship education a viable tool in enhancing Post Basic Education in Awka education Zone in Anambra State?

2. What are those entrepreneurial factors that hinder the advancement of Post Basic Education in Awka education Zone in Anambra State?

### **Hypothesis**

The following hypothesis guided the study.

H<sub>01</sub>: There is no significant difference between the mean ratings of male and female on entrepreneurship education as a viable tool in enhancing Post-Basic education in Awka education zone in Anambra State.

### **Research Method**

The research design adopted for the study is survey research design. The population comprises of 11,726 senior secondary students in Durukofia Education Zone in Anambra State. The population of 11,726 senior students which constitute 6,656 male students and 4070 female student. The sample size was taken from the education zone of Anambra State to eliminate bias and encourage generalization. The sample consisted of 76 male and 186 female students totaling 262 respondents.

The instrument for data collection was questionnaire titled: Entrepreneurship Education: A viable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State. The instrument used was 16 item likert type of instrument scored in 4 point scale of very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE). The Second Instrument was on 4 – Point Scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The Instrument has two section thus: Section (A) is the Bio – data of the respondents while section “B” contains 16 – items structured in two cluster on entrepreneurship education as a viable tool in enhancing Post Basic Education in Anambra State in Nigeria.

The instrument was subjected to face-validation by three experts, two from Educational Management and Planning and one from Measurement and evaluation, all from Chukwuemeka Odumegwu Ojukwu University in Anambra State. They were requested to examine the instrument and assess the suitability of the language and relevance of the items in addressing the research questions bearing in mind the purpose of the study. They did both the editorial and the organisation of the sentences to suit the purpose. Their correction and suggestion formed the basis for the modification of the items on the instrument. The comments and corrections made independently by the experts helped the researchers to modify and produce the final instrument.

In order to ensure the internal consistency of the reliability of each of the clusters was computed using Cronbach Alpha. The reliability of 0.76 and 0.81 was obtained and the overall computation yielded reliability value of 0.91 was considered appropriate because it ensured the extent of homogeneity of the items in each cluster. The Cronbach Alpha was used for its analysis. This is because it provided more stable measure of homogeneity. The researchers and one trained research assistant administered the instrument directly and retrieve same from the respondents.

## Result and Findings

The result presented is in line with research questions and null hypothesis that guided the study, both are represented in the table below:

**Research question I:** To what extent has entrepreneurship education a viable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State?

**Table 1:** Statistical analysis of male and female students on Entrepreneurship Education, a viable tool in enhancing Post Basic Education in Awka Education Zone in Anambra State

S/N	Entrepreneurship Education for Post Basic Students.	Female (n)= 186			Male (n) = 76		
		$\bar{x}_1$	SD	Dec <sub>1</sub> Remarks	$\bar{x}_1$	SD <sub>2</sub>	Dec <sub>2</sub> Remarks
1.	High level of funding by the government aid in enhancing entrepreneurship education.	3.34	0.70	GE	3.46	0.65	VGE
2.	Quality use instructional materials in teaching and learning of entrepreneurship education enhancement Post Basic Education	3.44	0.72	GE	3.41	0.66	GE
3.	Teachers who go for industrial training aid in inculcating the spirit of self-reliance to the students.	3.51	0.71	VGE	3.38	0.66	GE
4.	Manpower/personal aid in enhancing entrepreneurial education through vocational training given	2.66	0.77	GE	2.88	0.78	VGE

5.	the students. Nigeria governments adopt educational policies without proper feasibility studies on the workability of such policies like 6-3-3-4 programme.	2.35	0.86	LE	2.51	0.83	GE
6.	Government pay lip-services to entrepreneurship education because it invest less fund in the programme but invests heavily on the game of politics.	2.12	1.05	LE	2.69	1.05	GE
7.	Field up as an activity method of teaching aid inculcating entrepreneurial skills to the students.	3.35	0.37	GE	3.46	0.85	GE
8.	Ethnic sentiment cripple educational policies in Nigeria thereby affecting entrepreneurship education programme.	2.90	0.39	LE	3.05	0.49	GE
	Cluster Mean	2.90	0.39	GE	3.05	0.49	GE

**Table 1:** From data presented on table 1, the female students on one hand have items 1, 2, 4, and 7 rated 3.34, 3.44, 2.66 and 3.35 with standard deviation of 0.70, 0.72, 2.77 and 0.37 rated “Great Extent while item 5, 6 and 8 rated 2.35, 2.12 and 2.90 with standard deviation of 0.86, 1.05, 0.39 rated” Low Extent. On the side of male students with item 1, 2, 3, 4, 5, 6, 7 and 8 rated 3.46, 3.41, 3.38, 2.82, 2.51, 2.69, 3.46 and 3.05 with standard deviation of 0.65, 0.66, 0.66, 0.78, 0.83, 1.05, 0.85, and 0.49 rated “Great Extent”. The rating of the items of this cluster implies that the two group of respondents are of the view that Entrepreneurship education serves as a viable tool in enhancing Post Basic Education in Awka Education in Anambra State.

**Research Question 2:** What are those entrepreneurial factors that hinder the advancement of Post Basic Education in Awka Education Zone in Anambra State.

**Table 2:** Statistical Analysis on those entrepreneurial factors that hinder the advancement of Post Basic Education in Awka Education Zone in Anambra State.

S/N	Entrepreneurial factors that hinders the advancement of Post Basic Education	Female (n)= 186			Male (n) = 76		
		$\bar{x}_1$	SD <sub>1</sub>	Dec <sub>1</sub> Remarks	$\bar{x}_1$	SD <sub>2</sub>	Dec <sub>2</sub> Remarks
9.	Poor funding of Entrepreneurship Education hinder the students from acquiring skills for self-reliance.	3.39	0.51	A	3.65	0.5	SA
10.	Poor usage of instructional materials for teaching and learning of entrepreneurship education affect the students in acquiring skills for self-reliance.	3.47	0.55	A	3.43	0.55	A
11.	Inadequate use field up as activity method of teaching affect the students in acquiring specific skills for self-reliance.	3.31	0.65	A	3.19	0.65	A
12.	Inadequate manpower/personnel in teaching and learning of entrepreneurship education hinder the students in acquiring skills for self-reliance.	3.53	0.62	Sa	3.47	0.58	A
13.	Teachers who don't participate in vocational/business seminars, workshops and conferences cannot impact specific skills for self-reliance.	2.84	0.21	A	3.20	0.55	A

14.	The school that should from time to time invites resource persons to educate the students on skill acquisition for self-reliance.	2.52	0.86	A	3.39	0.65	A
15.	Teachers who don't go for industrial training cannot impart entrepreneurial skills for self-reliance.	2.51	0.98	D	2.91	1.01	A
16.	Inadequate use of ICT by the school management affects the students in inculcating innovative skills for self-reliance.	3.34	0.91	A	3.45	0.87	A
	Cluster Mean	3.03	0.41	A	3.32	0.41	A

From table 2 above, items 9, 10, 11, 12, 13, 14, 15 and 16 rated 3.39, 3.47, 3.31, 3.53, 2.84, 2.52 and 2.5 with standard deviation of 0.51, 0.55, 0.65, 0.62, 0.74, 0.86, and 0.98 respectively by the female students. The male students rated item 9, 10, 11, 12, 13, 14, 15 and 16 as 3.65, 3.43, 3.19, 3.47, 3.20, 3.39, 2.91 and 3.45 and deviation of 0.51, 0.55, 0.68, 0.58, 0.55, 0.65, 1.01, and 0.87 respectively. All the above mentioned items had mean scores above 2.50. This is an indication that the respondents are of the opinion that there are entrepreneurial factors that hinder the advancement of Post Basic Education in Awka Education Zone in Anambra State.

### **Hypothesis**

The following null hypothesis guided the study and was tested at 0.05 level of significance.

H<sub>01</sub>: There is no significance difference between the mean ratings of male and female students on entrepreneurship education as a viable tool in enhancing Post Basic education in Awka education zone in Anambra State.

Table 3: T-test analysis of male and female students on entrepreneurship education: a viable tool in enhancing Post Basic education.

Variables	N262	Mean $\bar{X}$	SD	df	t-cal	In. of Sig	Dec
Female students	186	2.94	0.42	260	-2.61	0.009	sig.
Male students	76						

Table 3 indicates the independent t-test analysis of the mean response of the male and female students on the extent to which entrepreneurship education stands as a viable tool in enhancing Post-Basic education in Awka education Zone in Anambra State. From the table, the items 1, 2, 3, 4, 5, 7, and 8 indicates that the hypothesis does not significantly affect entrepreneurship education as a tool in enhancing Post Basic education in Secondary Schools. While item 6 does and it indicates that there is significance difference in the mean rating scores of male and female students on entrepreneurship education as a tool in enhancing Post Basic education in Awka education Zone in Anambra State.

### Discussion of Findings

Research Question one sought to find out the extent the entrepreneurship Education aid in enhancing Post Basic Education in Awka Education Zone Anambra State. The result shows that both male and female students are of the opinion that entrepreneurship Education in Anambra state should be properly funded by the government, adequate manpower facilities, proper use of instructional materials by the teachers, teacher education on areas of sensitizing them on skill acquisition through organizing seminars, workshop and mini symposiums should be taken into consideration.

Also employment of qualified teachers and from time to time vocational training should be conducted by the teachers through the school management so as to impart specific skills for self-reliance among students. All these contribute to the development of entrepreneurship education at Post Basic level in secondary school in Anambra state. The findings are in line with Odiba (2011) who opine that poor funding and inadequate provision of instructional materials to cope with the ever increasing demands of entrepreneurship education are issues on ground with both state and federal government in Nigeria.

Research question two sought to find out those factors that hinder the advancement entrepreneurship Education in secondary schools in Anambra State. The findings of the study revealed that few entrepreneurship Education which entails vocational and technical institutions are poorly funded by the state government. lack of manpower facilities, poor usage of instructional materials, high neglect of teacher education on areas of skill acquisition for self reliance among students were not taken into consideration by the school management. Also activity method of teaching such as fieldtrip (excursion) was neglected among secondary schools in Anambra State. This could have been a great leverage among students who desire to become super entrepreneurs for self reliance at the nearest future.

Entrepreneurship Education should be encouraged by both the government, stakeholder, schools management, individuals and members of the society in order to promote young generation for self reliance.

### **Recommendations**

Based on the findings of the study, the following recommendation were made thus:

1. The government and other education stakeholders should fund entrepreneurship education to make sure that educational programmes at all levels of education are made relevant by providing youths and students with the needed entrepreneurial skills for self-reliance.
2. It is recommended that since the government make provision of instructional materials for teaching and learning of entrepreneurial subject, the school management should properly utilized and managed those resource materials at all level of teachings in secondary schools.
3. Activity method of teaching such as fieldtrip (excursion) should be implemented by the school management for effective skill acquisition among students for self-reliance.
4. The government should not encourage ethnic sentiments in the establishment and management of entrepreneurship education in Anambra State.
5. The school management should from time to time invite resource persons that will create room for seminars and workshops in order to achieve self-reliance through entrepreneurship education.

### **Conclusion**

Evidently, Nigeria is lagging behind in preparing young generation as leaders to face challenges of becoming independent or self-reliance in any venture of their choice. The findings of the study confirm that the government does not fund entrepreneurship education at a great extent. The result of the study revealed that lack of manpower facilities, poor usage of instructional materials by the teachers, lack of teacher education on core areas such as seminars and workshop were neglected by the school management. Also teachers who are employed to teach entrepreneurial subjects are not qualified enough to impart students with basic skills for self-reliance. Activity method of teaching such as fieldtrip was neglected in various secondary schools. If these problems are not solved, the youth will keep struggling in becoming self-reliance.

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