

ENHANCING ENTREPRENEURSHIP EDUCATION THROUGH LINKS BETWEEN VIABLE ESTABLISHMENTS AND SENIOR SECONDARY SCHOOLS IN IMO STATE

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Introduction,

Entrepreneurship refers to the capacity and attitude of a person or group of persons to undertake ventures with the probability of success or failure Anyanwu, 1998, Okpara, 2005, Okechukwu 2009, Nwaru(2014). However, entrepreneurship may reflect superior information and perhaps more importantly imagination, which subjectively reduces the risks and uncertainties of new opportunities, which are ignored or rejected by other investors. Entrepreneurship predates public service and other forms of paid employment. In traditional Nigerian societies and communities occupational skills were transferred from fathers to son and mother to daughters. Alternatively, parents sent their sons and daughters to reputed masters of trades for apprenticeship. Overtime, those trade masters formed guilds and occupational training became institutionalized. Young girls attended domestic science institutes to become caterers and seamstresses while young boys attended commercial and technical institutes to become typists and mechanics. Through apprenticeship and stint of tutelage young boys and girls acquired trade skills, became successful, busy and started off their own business became success mantras. The British colonial rule over Nigeria dealt a devastating blow to the entrepreneurial culture of Nigerians by introducing and promoting the public corporate service culture. Worse still, the public service was dichotomized into technical (Blue collar) and administrative (white collar) jobs. Among the Igbo, "*OruOyibo*" became the new status symbol and success mantra.

The interpretation of all these was that Nigeria could no longer carry her wage bill because the employee self-employed gap had become noticeable. This situation made federal government carry out far reaching public service reforms and spiritedly adopted entrepreneurship as an alternative to white collar job syndrome and means of achieving sustainable of the economic society. Okpara (2005:19) observes that the government policy now is No vacancy. The jobs are not just there any more, rather governments are trying to build the bridge by solidifying the private sector as engine of economic growth

and development through promoting and encouraging entrepreneurship....Crediting this paradigm shift to the right direction, Onuekwusi and Afoha (2015) assert that entrepreneurship education can positively impact a learner to be self-reliant and employable. Anyanwu (1998:4) observed that, the government showed its seriousness to enlarge the entrepreneurial ventures by the promulgation of the 1977 indigenization Decree, which classified Nigerian enterprises into the following:

1. Enterprises, which are exclusively, reserved for Nigerians.
2. Enterprises, which Nigerians must have an interest of 60% and above.
3. Enterprises which Nigerian are to have a maximum of 40% interest.

He further notes that by this Decree, most enterprises formerly owned and managed entirely by expatriates had their ownership and management diluted in favour of Nigerians. The indigenization Decree marked a major impetus to entrepreneurship in Nigeria.

The federal government policy on entrepreneurship as captured in the extant of FRN (2013), covers all the levels of the educational system: junior secondary, senior secondary and tertiary education. However, the focus of this presentation is the senior secondary level of education which is the post-Basic education and career development (PBED). This is the education children receive after a successful completion of basic education. The main objective of the senior secondary Education includes to provide entrepreneurial, technical and job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development and also inspire students with a desire for self-improvement and achievement of excellence. This aspiration of the federal government was reflected in the curriculum for senior secondary schools which captured (thirty four) 34 Trade/Entrepreneurship subjects, which include:

- Air Conditioning and Refrigeration
- Electrical Installation and maintenance work
- Block laying, Bricklaying and concrete work
- Plumbing and pipe fitting
- Clothing and Textile
- Cosmetology
- Photography
- Tourism

Having laid out these laudable policy guidelines and directives, the overleaf will contain the “modus operandi” and the outcome of the training programmes. Hence, the need to enhance implementation of entrepreneurship

education through links with viable entrepreneurs. Stressing on the need to establish linkages due to lack of and inadequate availability of facilities (human and materials) needed to teach skill based subjects, Ivowi (2016), notes that a possible solution to the challenges in workshop practice lies in fostering a robust school-industry linkage. He further highlights the major bottle necks in fostering effective and robust school-industry relationship as:

- Lack of interest;
- Unawareness of the potentials of industries;
- Unawareness of the needs of schools;
- Poor approaches among others.

Links with viable entrepreneurs will ensure the functionality that is needed to actualize the objectives and expectations of entrepreneurship education which is a students-activity oriented teaching, with emphasis on the following: Workshop practice, observation, experimentation, discussion and problem-solving for example. Considering the afore mentioned situation, the focus of this study is, should management of senior secondary schools establish linkage with viable businesses and industrial organization within their environ in order to enhance the implementation of entrepreneurship education?

There have been instances in our national life in which laudable strategic policies and plans fail to achieve desired objectives and meet 'a priori expectations. Entrepreneurship education policy is one of them. There seem to be palpable disconnect between the policy and its implementation, due to lack of resources (human and material). Till date, policy thrust on entrepreneurship and self-employment education at the senior secondary school level (post-basic and career development) has not worked because there have not been any link between classroom teaching and exposure of the students to the real work due to lack of personnel, equipment and infrastructure, the implementation of the entrepreneurship policy has been tardy and uneventful with deplorable outcomes: unproductive, unemployable, idle and high level of dissonance. Since the senior secondary school curriculum and the subjects of study prescribed to meet entrepreneur education objectives cannot be achieved without the availability of human and material resources, therefore, for successful and effective implementation of the senior secondary entrepreneurship education, should linkages be established with reputable viable organizations to enhance the implementation and functionality of entrepreneurship education? This is the thrust of this study.

The main purpose of this study was to examine the need to enhance entrepreneurship education by establishing links between viable entrepreneur

establishments and Senior Secondary Students (SSS) in Imo State. In specific terms the study sought to:

1. determine the stakeholders level of agreement to establish links between viable entrepreneurs and SSS.
2. ascertain parents level of agreement on supporting entrepreneurship education and development through such links..
3. determine the level of agreement of students to studying entrepreneurship education through links.
4. ascertain level of the 100 viable entrepreneurs' agreement to be linked with the schools in this regard.

The following research questions were posed for the study:

1. what is the level of stakeholders' agreement to establish links between viable entrepreneurs and senior secondary schools (SSS)?
2. what is the level of parents' agreement to support entrepreneurship education and development through links with viable entrepreneurs and SSS?
3. what is level of students' agreement to study entrepreneurship education through links with viable entrepreneurs?
4. what is the level of are viable entrepreneurs agreement to be linked with the school to train SSS students in their areas of interest?

Method

This study adopted a descriptive survey research design. The population of the study was 62,402 persons comprising; parents, senior secondary students (SSS), proprietors and managers of viable entrepreneurial enterprises. A sample size of 600 respondents comprising 300 senior secondary student, 200 parents and 100 entrepreneurs were purposively selected. 10 members of PTAs and 15 SSS were drawn from each of the study. The entrepreneurs are proprietors and managers of entrepreneurial enterprises as cabinate manufacturing shops, etc scientific equipment fracturing and sales enterprises, big auto mechanic workshops. Four research questions guided the study. Researchers' structured rating scale titled: ***“Enhancing Entrepreneurship through Links Rating Scale”*** (EELRS), with 20 items arranged in three clusters was used to elicit information from the respondents. The rating scales were administered on the parents during a PTA meeting by the researchers. The workshops of the entrepreneurs were visited by the researchers to administer the rating scales. The data collection lasted for two months in all. Face validity and content validity of the structured instrument were ascertained by three experts; two from department of Educational

Management and Planning and one from the Department of Measurement and Evaluation, Faculty of Education, Imo State University, Owerri. Reliability of the Instrument was obtained using cronbach Alpha method. Reliability indices of 0.89; 0.73 and 0.71 were obtained for the three sections respectively Method which indicated the internal consistency of the items of the instrument. Data collected were analyzed using mean score and standard deviation. Criterion mean 2.50 was set and used for decision. Item and mean of means of 2.50 and above indicated agreement while, below 2.50 indicated disagreements.

Results

Table 1: Mean ratings and standard deviation scores on importance of establishing links between viable entrepreneur and SSS.

S/N	Item Statements:	Respondents'			
		N	\bar{X}	S.D	Decision
1	Entrepreneurship education should be better taught at senior secondary school level through the links.	600	2.61	0.79	Agree
2	Teaching SSS entrepreneurship education will make them self-reliant and successful individuals if the links are provided.	600	2.88	0.81	Agree
3	Since senior secondary schools in Imo State lack both manpower and material resources to implement entrepreneurship education, the links are necessary.	600	2.96	0.87	Agree
4	Principals should go extra mile by establish links with viable entrepreneurs if the necessary skills are to be acquired.	600	3.08	0.79	Agree
5	Establishing links will enhance the teaching and training of interested students towards becoming entrepreneurs much more than only classroom exposure.	600	2.99	0.88	Agree

6	Enhancing entrepreneurship education through such links provides a better alternative to white-collar jobs.	600	2.87	0.67	Agree
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2.90

Mean of means

Table 1 shows the item by item mean ratings of the respondents on the importance of establishing links between viable entrepreneurs and senior secondary schools (SSS). The results indicated that all the items 1-6 were agreed on by the respondents and were also seen to be above the criterion mean of 2.50. The mean of means score stood at 2.90. the conclusion is that the respondents' mean score is greater than the expected mean of 2.50.

Table 2: Mean ratings and standard deviation scores on Parents' perspective of entrepreneurship education and development.

S/N	Item Statements:	n	Respondents'		
			\bar{X}	S.D	Decision
7	Incorporating Entrepreneurship education through the links is better than preparing our wards for white collar jobs only.	200	3.11	0.47	Agree
8	Direct contact with Entrepreneurs will impact positively on the students.	200	3.03	0.78	Agree
9	Enhancing entrepreneurship education and development through such links could be a buffer against a raining day.	200	3.72	0.77	Strongly Agree
10	Such links will make the society have successful individual with better values for skills.	200	3.71	0.79	Strongly Agree
11	Such links will make the society have successful individual with better values for skills.	200	3.84	0.61	Agree

Mean of means 3.19

Table 2 shows the item by item mean ratings of the respondents on the perspective of parents’ as regards to support and turning into entrepreneurship education and development. The results indicated that all the items 7-11 were agreed on by the respondents and were also seen to be above the criterion mean of 2.50. The mean of means score stood at 3.26. The conclusion is that the respondents’ mean score is greater than the expected mean of 2.50.

Table 3: Mean ratings and standard deviation scores on SSS that showed interest in becoming entrepreneurs.

S/N	Item Statements:	Respondents’			
		n	\bar{X}	S.D	Decision
	Based on our visit to some viable entrepreneurs:				
12	Becoming an entrepreneur is my desire.	300	2.68	0.84	Agree
13	Entrepreneurs makes one a successful individual.	300	2.74	0.85	Agree
14	Entrepreneurship is better alternative to white collar jobs.	300	2.76	0.96	Agree
15	Entrepreneurship in diverse skills will lead to a better society.	300	2.64	0.91	Agree
16	Entrepreneurship education will make our education functional and sustaining	300	2.61	0.69	Agree
	Mean of means		2.69		

Table 3 shows the item by item mean ratings of the respondents on the view of SSS that are interested in becoming entrepreneurs. The results indicated that all the items 12-16 were agreed on by the respondents and were also seen to be above the criterion mean of 2.50. The mean of means score stood at 2.69. The conclusion is that the respondents’ mean score is greater than the expected mean of 2.50

Table 4: Mean ratings and standard deviation scores of viable entrepreneurs willing to be linked with the senior secondary schools in training SSS students in their areas of interest.

S/N	Item Statements:	n	\bar{X}	Respondents'	
				S.D	Decision
17	Links should be established between viable entrepreneurs in order to train SS students	100	2.63	0.87	Agree
18	Establishment of links will be needful and beneficial to the students	100	2.71	0.81	Agree
19	Links will produce self-reliant and successful individuals in a short while.	100	2.71	0.93	Agree
20	Teaching the youth skill-base ventures is better than preparing them for white-collar jobs.	100	2.66	0.90	Agree
Mean of means			2.68		

Table 4 shows the item by item mean ratings of the respondents on viable entrepreneurs who are willing to be linked with the school in training SS students in their areas of interest. The results indicated that all the items 17-20 were agreed on by the respondents and were also seen to be above the criterion mean of 2.50. The mean of means score stood at 2.90. The conclusion is that the respondents' mean score is greater than the expected mean of 2.50

Discussion

The study reveals that it is acceptable to stakeholders that schools should establish links between viable entrepreneurs and Senior Secondary Schools (SSS). This implies that there is need for viable entrepreneurs and students link, due to lack of and inadequate availability of facilities (human and materials) needed to teach skill-based subjects, the link becomes necessary to actualize sustainable development of the society. In line with this finding, Ivowi (2016) notes that a possible solution to the challenges in workshop practice lies in fostering a robust school-industry linkage. Result shows that parents have positive perspective and support for entrepreneurship education and development. As a result of the present harsh employment environment coupled with high rate of unemployment, parents perspective of

the importance of entrepreneurship education is enhanced. In agreement, Onuekwusi and Afoha (2015) assert that entrepreneurship education can positively impact a learner to be self-reliant and employable. Result also indicates that SSS are interested in becoming entrepreneurs. This implies that they have a positive attitude towards entrepreneurship education and its training. Anyanwu (1999), affirms that through apprenticeship and stint of tutelage young boys and girls acquired trade skills, became successful, busy and started off their own business. The study finally reveals that entrepreneurs are willing and interested in helping students in their areas of interest. To achieve this link for positive outcome, Okpara (2005:19) observes that 'the government policy now is No vacancy'. The jobs are not just there anymore; rather governments are trying to build the bridge by solidifying the private sectors as engine of economic growth and development through promoting and encouraging entrepreneurship. Offering entrepreneurship education as a subject area by senior secondary schools students does not in any way imply that students who are able and interested should not continue their education at the tertiary levels. Rather the acquisition of entrepreneurship skills serves as a backup where employment after graduation fails.

Conclusion

Tuning in to entrepreneurship education has been on paper as a policy. Measures should be made to enhance the implementation which is lacking. School principals' should establish links with viable entrepreneurs within their environs in order to enhance the implementation of entrepreneurship education, since it is the only alternative to actualizing sustainable development and functional society.

Recommendations

Based on the findings of this study the following recommendations were made:

1. Principals of SSS should establish links with viable entrepreneurs within their environ in order to tune in to entrepreneurship education.
2. They should be enlightenment campaigns to educate and expose parents to understand the benefits of entrepreneurship education.
3. Functional measures should be mounted in order to identify students that have shown interest in becoming entrepreneurs.
4. Viable entrepreneurs who are committed to training younger ones should be identified and encouraged as such will enhance the general process.

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