

**EXTENT THE USE OF MODERN INSTRUCTIONAL FACILITIES ARE
REGARDED AS EFFECTIVE STRATEGY FOR ENTREPRENEURSHIP
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE**

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Abstract

The study was on school administrators' opinions on the extent use of modern instructional facilities are regarded as effective of strategy for entrepreneurship education in public secondary schools in Anambra State. Descriptive survey research design was used for the study. The study was guided by a research question and one null hypothesis tested at .05 level of significance. A total of 267 school administrators (school principals and supervising principals) from all the 261 secondary schools and 6 education zones in the State constituted the population for the study. A questionnaire with a total of 14 items structured on a four point response option was the instrument used for data collection. The instrument was validated by, two experts from Vocational Education Department and one from Educational Psychology. The reliability of the instrument was determined using the split half method and data collected were analyzed with Pearson Product Moment Correlation. The reliability coefficient of 0.79 was obtained and considered high for the instrument to be presumed reliable. The data collected in respect of the research question was analyzed using mean and standard deviation. The t-test was used to test the null hypothesis. The findings from the study revealed that use of modern instructional facilities such as duplicating machines, computer, audio visual equipment, and power point, scanning machine, E-classrooms are effective strategies for entrepreneurship education in public secondary schools in Anambra State. The outcome of the study also revealed that male and female school administrators regarded the use of modern instructional facilities as effective strategy for entrepreneurship education in public secondary schools. It was concluded that the benefits of entrepreneurship education can only be realized in the State when it is taught at secondary schools using effective strategies. Consequently, it was recommended among others that State Government through the school management board is to constantly organize seminars and workshops for school administrators and teachers in order to expose them to various strategies that enhance entrepreneurship education in the State

Keywords; Modern instructional strategy, Effective strategy, Entrepreneurship Education and Public Secondary Schools.

Introduction

A nation's meaningful development is undisputedly centred on the kind of education exposed to her citizens. The Federal Republic of Nigeria (FRN, 2013) on her policy on education highlighted the need for education to be relevant and practical which will lead to acquisition of appropriate skills and development of competencies for the individual to live in and contribute effectively to the development of the society. This implies that quality of instruction at all levels should be oriented towards inculcating the acceptable values and acquisition of competencies necessary for self-reliance towards reduction of unemployment and poverty. In line with attaining the above, entrepreneurship education becomes necessary.

Alexander (2014) opined that entrepreneurship is the willingness and ability of any individual to seek out investment opportunities, establish and run an enterprise successfully. It is a building block of economic development in any economy. Accordingly, Mark and Eteng (2012) posited that entrepreneurship education is one of the eight Millennium Development Goals (MDGs) targeted at the reduction of poverty through relevant education that promotes entrepreneurial culture. This is to be achieved through the acquisition of physical and intellectual skills which will enable the individual to be self-employed. Entrepreneurship education is the purposeful intervention by school administrators in the life of the learner to impart entrepreneurial qualities and skills that would enable the learner to survive in highly competitive world of business. According to Egboh and Ile (2014), the economic benefits of entrepreneurship education include provision of employment opportunities, conservation of foreign exchange, and promotion of effective domestic resources utilization, equitable distribution of income and wealth interdependence among businesses. Asiyai (2013) affirmed that entrepreneurship education is one of the most important inputs the education sector can make in the economic development of a country. He further stressed that entrepreneurship education plays a vital role not only in development of the industrial sector of a country, but also in the development of agricultural and service sectors.

The situation of unemployment in Nigeria among tertiary graduates are alarming thus, majority of secondary school graduates roam the streets in search of menial jobs. In relation to this, Mark & Eteng (2012) asserted that some of these young people out of frustration, are often lured into social vices that defeat the efforts of the government towards sustainable national development. To reduce these social vices among the youths, the federal government introduced entrepreneurship education in all levels of educational system so as to inculcate in youths the skills and knowledge necessary to take up self-ventures without looking for white collar jobs. Children between the ages of 11 and 18 are usually found in secondary schools studying various subjects intended to provide knowledge, skills and desirable work attitude necessary for survival. On graduation these

students are expected to acquire the knowledge and desirable work attitude to secure and progress in paid employment or establish their own enterprises as entrepreneurs. The expectations from the foregoing calls for a well planned and implemented entrepreneurship education programme in secondary schools.

Secondary school education is the education received after primary education and before acquiring tertiary education. At secondary school level the school administrators are the supervising principals, school principals and managers who are the evaluators in the secondary school system. They coordinate and organize the entire organization towards the achievement of educational goals at secondary school level. The education provided at this level is intended to equip the graduates with the right skills, knowledge and competencies necessary to become successful and self-reliant entrepreneurs who contribute effectively to national development. Entrepreneurship education at this stage is basically aimed at poverty reduction in the society hence it is today being increasingly recognized as the engine of economic development, growth and job creation.

In order to achieve the full potential of entrepreneurship education, there are various strategies necessary for effective implementation of entrepreneurship education programme.

In support of this, Daodu (2011) investigated the relevance and modalities of utilizing entrepreneurship education as a strategic instrument for channeling the energies of secondary school leavers in Nigeria away from paid employment into self-employment. He further emphasized that graduate unemployment should be recognized as a major socio-economic challenge by all stake-holders in Nigeria so as not to jeopardize the limited gains made so far. There are other strategies considered effective by school administrators for entrepreneurship education. According to Bell (2013), such strategies include guest speakers, school/industry collaboration, field trips and use of modern instructional facilities. Hence, the need for this study to examine the opinions of school administrators on modern facilities as effective strategy for entrepreneurship education in secondary schools and the relevance of this kind of education to the students on graduation. More so, the gender of the school administrators were used to examine the opinions of the respondents.

Gender is the state of being male and female in relation to the social and cultural role that is considered appropriate for men and women. There are male and female administrators in urban and rural secondary schools in Anambra State the perception of school administrators regarding the effectiveness of entrepreneurship education might be influenced by variables such as gender. A number of works that were studied on the influence of gender on school administration and management have shown conflicting theoretical position and result.

Statement of the Problem

Entrepreneurship education is education for skills acquisition, job creation and for sustainable developments. This is to equip students with desirable skills that will make them be self-employed after graduation. Okolocha and Ile (2011) stressed that many individuals have difficulties in translating their business ideals to realities and creating new business ventures because of lack of necessary information and skills needed to achieve their targets. To ensure proper entrepreneurship education by school administrators at secondary school level, teachers should make effective use of appropriate strategies during entrepreneurship education. Odigwe (2012) stated that teaching is made more meaningful and effective if the teacher is skillful, knowledgeable and make appropriate use of effective teaching strategies during lesson delivery.

The International Labour Organization in Ezenwafor (2010) reported that, at least, 70 percent of recent school leavers in Nigeria are unemployed while 90 percent of those who have jobs are under-employed. This situation is at the root of the problems among Nigeria youths and the society at large as it is depriving many families' good living condition and shelter.

It is therefore worrisome that entrepreneurship education at secondary school level is not yielding the desired results as a good number of the secondary school leavers still roam about the street in search of paid employment. The problem of this study, therefore, is that secondary school leavers seem to be lacking the necessary skills and knowledge required for effective entrepreneurship.

Purpose of the Study

The main purpose of this study is to examine the opinions of school administrators on the use of modern instructional facilities as strategy for entrepreneurship education in public secondary schools in Anambra State. Specifically, the study tends to:

- 1 Ascertain the opinion of school administrators on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

- 1 What are the opinions of school administrators on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra state?

Hypotheses

The following null hypotheses were tested at .05 level of significance.

H0₁: There is no significant difference in the opinion of male school administrators and their female counter parts in their mean rating on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra State.

METHOD

The research design adopted for this study was descriptive research design. The design was chosen since the data from the opinions of the school administrators were collected from and used to justify the effective strategies as perceived by school administrator for entrepreneurship education in public secondary schools in Anambra State. The area of the study was public secondary schools in Anambra State. The study was conducted in the six education zones in Anambra State. The population of the study consisted of 267 school administrators which include school principals and supervising principals from all the 261 public secondary schools and six education zones in the State. The 267 school administrators are made up of 83 male and 184 female school administrators. The entire population was used for the study hence, no sampling was done. Since the number was manageable, out of 267 instruments administered, only 261 were retrieved and used for the study which comprised 79 male and 182 female. Questionnaire was used the instrument used for data collection. The questionnaire was developed by the researcher based on the related literature reviewed and the research question guiding the study. The instrument contained two sections, A and B. Section A contained three items on the personal data of the respondents while section B covers the research question with a total of 14 items. The instrument for the study received both face and content validity by three experts from the fields of business education and psychology respectively. To determine the reliability of the instrument, the split half method of 7 odd and 7 even numbered items was administered to 20 school administrators (school principals and supervising principals) in Enugu State. The data collected were analyzed with Pearson Product Moment correlation and the reliability co-efficient of 0.79 was obtained. This high score showed that the instrument was reliable. The data collected was analyzed using mean scores and standard deviation to answer the research question. The t-test was used to test the null hypotheses at .05 level of significance.

Results

Research Question 1: What are the opinions of school administrators on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra State?

Table 3: Mean Ratings on the Extent use of Modern Instructional Facility is Regarded as Effective Strategy for Entrepreneurship Education (N=261)

S/N	Modern Facility as Effective Strategy	$\bar{X}$	SD	Remark
1	Use of internet access	3.07	.82	Effective
2	Use of duplicating machines	2.95	.74	Effective
3	Use of computer	2.95	.77	Effective
4	Taking students on excursion to modern offices to learn the operation of office machines	3.08	.75	Effective
5	Use of social networks such as WhatsApp and twitter	2.03	.91	Ineffective
6	Use of audio visual equipment	2.56	.95	Effective
7	Use of perforators and other office tools to demonstrate operations for students	2.79	.87	Effective
8	Use of photocopying machines to demonstrate operations for students	2.91	.66	Effective
9	Use of power point to display their work	3.01	.72	Effective
10	Use of scanning machine	2.88	.84	Effective
11	Taking students to modern offices on I.T.F/SIWESS to acquire skills on use of modern equipment	2.86	.83	Effective
12	Allowing students to manipulate available equipment in the school by themselves	2.87	.75	Effective
13	Ensuring that all secondary school leavers are computer literate	3.04	.76	Effective
14	Use of calculators for calculations	2.81	.89	Effective
	Grand Mean	2.84	.80	Effective

In Table 1, the analysis shows the cluster mean score and standard deviation score of 2.84 and .80 indicating that school administrators rated use of modern instructional facilities as effective strategy for entrepreneurship education in secondary schools. The standard deviation score of .80 showed that there is homogeneity in school administrators rating. The item by items analysis indicates that school administrators rated 13 out of the 14 listed items as effective strategy for entrepreneurship education in secondary schools. The mean score for the 13 items ranged from 2.56 to 3.08. The remaining item (item, 26) with mean score 2.03 was rated as ineffective by school administrators.

Hypothesis 1: There is no significant difference in the mean ratings of male and female school administrators on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra State.

Table 2: t-test Analysis of Male and Female school Administrators on the Extent the use of modern instructional facilities are regarded as Effective Strategies for Entrepreneurship Education

Gender	N	X	SD	df	t-cal	t-crit	Decision
Male	79	2.84	.37	259	0.18	1.96	Not Rejected
Female	182	2.85	.33				

The data in table 2 showed t-test of mean difference between male and female school administrators on the extent the use of modern instructional facilities is regarded as effective strategy for entrepreneurship education. Since the calculated t-value of .18 was less than the critical t-value of 1.96, the null hypothesis of no significant difference was therefore not rejected. This indicates that no significant difference existed between male and female school administrators in their mean ratings of the extent the use of modern instructional facilities is regarded as effective strategy for entrepreneurship education.

Discussion

The finding showed that school administrators rated use of modern instructional facilities as effective strategy for entrepreneurship education in public secondary schools in Anambra State. Entrepreneurship education programme is heavily dependent on facilities and equipment to teach the required subjects and to pass necessary information. The finding agree with the report of Abayomi (2015) that poor state of instructional facilities hinder the teaching and learning process in entrepreneurship education. Availability and usage of modern instructional facilities in teaching entrepreneurship education help in improving students' understanding of the subject. Instructional facilities help learners substantiate their career choice before moving into their world of work and motivate learners towards self-reliance in the teaching and learning process and help to stimulate learners' interest (Oyeniyi, 2010). The finding of this study also supported that of Ekpenyon, (2012) who found that utilization of modern instructional facilities is an effective means of developing and implementing various educational programme of which entrepreneurship education is not an exception.

Furthermore, the finding of the correspondent hypothesis indicated that there was no significant difference in the mean ratings of male and female school administrators on the extent the use of modern instructional facilities are regarded as effective strategy for entrepreneurship education in public secondary schools in Anambra State. This finding suggested that male and female school administrators are very much aware of how effective the use of modern instructional facilities are in entrepreneurship education. This seemed to be the reason for their agreement.

Conclusion

Based on the findings of the study, it was concluded that the use of modern instructional facilities such as duplicating machines, computer, audio visual equipment, power point, scanning machine, E-classrooms etc aid effective entrepreneurship education in public secondary schools in Anambra State.

Recommendations

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

1. State government through the school management board should constantly organize seminars and workshops for school administrators and teachers in order to expose them to various strategies that enhance entrepreneurship education in the State.
2. Teaching entrepreneurship education using modern strategies should be made compulsory in schools in order to improve the student skills in this modern dispensation.
3. Government and other Non Governmental Organisations should help create enabling environment that would promote the use of infrastructural facilities like electricity, water supply, good roads network that would enhance the practice of entrepreneurship education.

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