INTRODUCTION OF ENTREPRENEURSHIP EDUCATION IN BUSINESS STUDIES CURRICULUM OF JUNIOR SECONDARY SCHOOLS IN ONITSHA NORTH L.G.A OF ANAMBRA STATE: IMPLICATIONS FOR QUALITY ASSURANCE

Dr. Ikeanyionwu, C.I
School of Business Education
F.C.E. (T) Umunze
lovettevena@yahoo.com

Dr. Ekwue, K.C.
School of Business Education
F.C.E. (T) Asaba
chinkoli@yahoo.com

Abstract

This study was designed to determine the need for the introduction of entrepreneurship education in business studies curriculum of junior secondary schools in Onitsha North L.G.A of Anambra State. Three research questions and a hypothesis were used. This population for the study comprised 52 business teachers and a sample of entrepreneurs within the study area. Data for the study were collected by means of a structured questionnaire the reliability of the validated questionnaire was 0.84 which was done using Pearson’s Product Moment Correlation coefficient. Mean and t-test were used to analyse the data. The result of the data analysis showed the need for the introduction of entrepreneurship education and financial management skills needed for effective management of small-scale business. Based on the findings it was recommended that business studies curriculum should be restructured and business studies students be equipped with important financial management skills needed for successful small scale business.

Introduction

National development connotes a total economic, technical, social and cultural advancement. It is all about people, how they attain self-realization and how they improve on their living standard. To realize these essential elements of their well being the people need to develop their knowledge and skills on a continuous basis so that they can live and work to contribute to the sociality. Education and training then become very useful tools in preparing the individuals to realize his/her potentials, contribute to the development of his/her personality and provision of skills and knowledge that would raise output and generate income (UNESCO, 2002).

Hence, the Federal Government emphasis on Vocational Technical Education in the National Policy on Education as a tool for the eradication of poverty unemployment infact, the overall national development especially in its inclusion in the Basic Education Curriculum (Primary to Junior Secondary School Level). It is aimed at checking urban migration resulting from poverty and bringing development to the nook and crannies of the nation; check youth restiveness caused by unemployment and beef up the GNP (Gross National
Business Studies as a part of Vocational Technical Education (VTE) is aimed at giving the student at the junior secondary school level a broad based education on general and specialized education which is education for business and education about business respectively. The specialized business education is aimed at producing students with saleable skills in accounting/bookkeeping, as accounts clerks, typing skills as typist, communication skills as receptionist or telephone operators in the world of work, or to start his/her own business and employ others. Ironically, Business Studies as it is taught in the junior secondary school, has failed to meet these objectives. The reasons are obvious; it lacks the practical skills that will help to bring about the achievement of these ideals at the end of the basic education (Junior Secondary School), as implied in the curriculum. The resultant effect is that those of them that have no means of going on to senior secondary school and the tertiary institutions drop out of the system and aimlessly roam the streets looking for non-existent job. This brings about the need for lifelong learning and training in entrepreneurship skills and one of the ways business educators can assume responsibility in tackling the problem of unemployment and job creation is to teach entrepreneurship skills.

Entrepreneurship is an ability of the individual to seek out investment opportunities, establish and run an enterprise successful as quite distinct from obtaining a paid job. Entrepreneurship according to Daboer (2011) quoting U.S Colorado education is a programme or part of the programme that prepares individuals to undertake the formation and or operation of small-scale business which include franchise to operations for the purpose of performing all business functions relating to a product or service, with emphasis given to the social responsibilities, legal requirements and risk for the sake of profit involved in the conduct of a private business?

Entrepreneurship as a concept can be perceived from different angles: as an ability to start a business; as leadership qualities of carrying on business; as an ability to organize a business or as simply being innovative. Horaby in Ugwuoke (2011) defined entrepreneurship as the ability to start or organize a commercial enterprise, especially one involving a financial risk.

Some of the Entrepreneurship skills are self-motivation; self confidence; Ethics and morals, time management, sales, finance ability to take risk, positive leadership qualities, originality and hard work. These qualities are necessary in starting and sustaining a business enterprise, the absence of which jeopardizes the chances of succeeding in a business undertaking despite the huge amount invested in it.

Entrepreneurship education is important for the entrepreneur for according to Osuala (1993), the valuable skills needed by the entrepreneur can be learnt through trial and error but most of the errors can be eliminated by education.

The important role entrepreneurship education can play in economic development has been recognized. Agusiobi (1997) pointed out that effective skill acquisition and entrepreneurship education is indispensable towards empowering people and producing a self-reliant nation with dynamic economy. Ojokwu (2000) also reported that the economic importance of entrepreneurship rest on the formation of small-scale business units and these units have high potentials for job creation: Osuala (1998) supported this view by stating that businesses have made significant contribution to the economy and well being of Nigeria.

Statement of the Problem

The National Policy on Education (2004) advocates the need for functional education for the promotion of a progressive, united Nigeria. To this end, school programmes need to be relevant, practical and comprehensive while interest and ability should determine the individuals direction and education.

With this view in mind, a variety of pre-vocational elective introduced at the junior level would have helped for personal and social development for those who could not continue at the senior secondary school level to learn skills for survival but regrettably, this goal is yet to be achieved. These school leavers (basic education) leave school without any skill and therefore roam the streets as drop-outs and engage in anti-social activities.

In addition, business studies is one of such pre-vocational electives or subject that is yet to fulfill its aim. The curriculum of business studies at present therefore needs to be reviewed so as to include entrepreneurship skills and technological innovations. A worth while curriculum is never static, it is inter woven with the social system that sustains it and as the societal needs change, curriculum should be modified to respond to the emerging needs, so as to be relevant. This study therefore seek to determine the need for the introduction of entrepreneurship education in business studies curriculum at Junior Secondary School level and to rate entrepreneurship skills needed for effective management of small scale business.

Purpose of the Study

The purpose of this study was:
1. Investigate the benefits/needs of the inclusion of entrepreneurship education in the business studies curriculum in junior secondary schools.
2. Determine the financial management skills (entrepreneurship skill) needed by business studies students to effectively manage their own business.

Research Questions

The following two research questions guided this study.
1. What are the needs for the introduction of entrepreneurship education in business studies curriculum?
2. What are the financial management skills needed for effective management of small scale businesses?
Hypothesis “H0”
There is significant difference between the mean ratings of male and female entrepreneurs on the financial management skills needed for effective management small scale business.

Methods
The survey design was used to elicit appropriate data for the study. The population of the study consists of 52 Business Studies Teachers in Public Secondary Schools in Onitsha North Local Government Area of Anambra State and 425 entrepreneurs registered with small scale business office in Onitsha North Local Government. All the Business studies teachers were included and sample of 212 entrepreneurs were randomly selected. Based on the purpose of the study, two different questionnaires made of two section each (A and B) were used. Section A was designed to elicit information on the background of the respondents while section B of the first instrument was used to obtain information from the teachers on the need for the introduction of entrepreneurship education in business studies curriculum, section B of the second instrument was used to obtain information from the entrepreneurs on the effective management of small-scale business. The questionnaire has a five-point scale ranging from highly needed (1) to not needed (5). The instrument was pilot tested to determine the reliability. By the use of split-half method and Pearson Product Moment Correlation Coefficient, it yielded reliability coefficient of 0.84 (high). Two experts of vocational technical education validated the instrument. The administration and collection of copies of questionnaire was done by the researchers and two other assistants. Out of the 264 questionnaires administered, 240 (90%) were completed and returned.

Mean was the main statistical tool used to analyze the data. Any item that had a mean score from 3.50 and above was considered being “NEEDED” and items that scored below 3.50 were not accepted. The t-test statistical was used to test the null hypothesis at 0.05 level of significance.

Results and Discussions

Research Question 1:
What are the needs for the introduction of entrepreneurship education in Business Studies curriculum?

Table 1: Teachers Mean Rating of the Needs for the introduction of entrepreneurship education in Business Studies Curriculum.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items 1</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>For a qualitative business studies programme</td>
<td>4.82</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>2.</td>
<td>Exposing students adequately to current and relevant information</td>
<td>4.60</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>3.</td>
<td>To expose students to opportunities of starting and financing their own business</td>
<td>4.75</td>
<td>Highly Needed</td>
</tr>
</tbody>
</table>

Table 1 revealed that the mean ratings of the respondent ranged from 4.18 to 4.88 with a grand mean of 4.59 six of the 10 needs items were rated highly needed by the respondents except items 4, 6, 7 and 9 which were rated ‘needed’. However, since the grand mean (4.59) falls within the range of 4.50-5.00. It implies that entrepreneurship education should be included in the Business Studies Curriculum.

Research Question 2:
What are the financial management skills needed for effective management of small scale business.

Table 2: Entrepreneurs Mean Rating of the financial management skills needed for effective management of small-scale business.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Questionnaire Items 2</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ability to find out sources of capital to start business</td>
<td>4.67</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>2.</td>
<td>Ability to prepare simple financial account</td>
<td>4.60</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>3.</td>
<td>Ability to keep and control inventory</td>
<td>4.65</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>4.</td>
<td>Ability to recognize the position of the business (e.g.) profit or loss</td>
<td>4.65</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>5.</td>
<td>Ability to know how to obtain loan</td>
<td>4.75</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>6.</td>
<td>Ability to prepare simple budget</td>
<td>4.40</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>7.</td>
<td>Ability to determine employee wages and benefit</td>
<td>4.35</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>8.</td>
<td>Ability to avoid unplanned expenditure</td>
<td>4.80</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>9.</td>
<td>Ability to limit personal expenditure from the business</td>
<td>4.52</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>10.</td>
<td>Ability to invest business finances wisely</td>
<td>4.82</td>
<td>Highly Needed</td>
</tr>
<tr>
<td>11.</td>
<td>Knowledge of federal, state and local government levies and taxes</td>
<td>4.49</td>
<td>Needed</td>
</tr>
<tr>
<td>12.</td>
<td>Knowledge of simple business laws</td>
<td>4.45</td>
<td>Needed</td>
</tr>
<tr>
<td>13.</td>
<td>Awareness of existence and use of professionals like bankers</td>
<td>4.42</td>
<td>Needed</td>
</tr>
<tr>
<td></td>
<td>accountants lawyers insurance agents and advertising agents.</td>
<td>4.57</td>
<td>Highly Needed</td>
</tr>
</tbody>
</table>

The data present in table 2 revealed that the mean scores of the respondent ranged from 4.35 to
4.82 with a grand mean of 4.57. Eight of the 13 financial management skill items were rated ‘highly needed’ with a mean range of 4.52 to 4.82 while five were rated ‘needed’ with mean scores of 4.35 to 4.49 respectively. However, since the grand mean (4.57) falls within the range of 4.50-5.00. It implies that financial management skills identified are highly needed for effective management of small scale business.

**Null Hypothesis**

There is no significant difference between the mean rating of male and female entrepreneurs on the financial management of skill needed for effective management of small-scale business.

**Table 3**

T-test Analysis of the Rating of Male and Female Entrepreneurs of Small-scale business on the financial management skills needed of small-scale business.

<table>
<thead>
<tr>
<th>Group</th>
<th>No. Mean Std dev Mean of t-cal t-cnt decision of sig</th>
<th>Ho accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Entrepreneurs of small scale business</td>
<td>4.61 0.59 0.05 190 0.38 1.96</td>
<td>Ho accepted</td>
</tr>
<tr>
<td>Female Entrepreneurs of small business</td>
<td>4.57 0.64</td>
<td></td>
</tr>
</tbody>
</table>

The result of the t-test analysis shown in table 3 indicate that the t-calculated value of 0.38 is less than the t-critical value of 1.96 at 0.05 level of significance. On the basis of this result, the null hypothesis of no significance is accepted.

**Conclusions**

In the light of the findings of this study, the following conclusions were drawn:

1. There is need for the introduction of entrepreneurship education in Business Studies curriculum.
2. Financial management skills are highly needed for effective management of small scale business.
3. Entrepreneurs of small-scale business (male and female) did not differ significantly in their rating on the financial management skills needed for effective management of small-scale business.

**Recommendations**

Based on the conclusion drawn from this study the following recommendations were made:

1. Business studies curriculum should be restructured to emphasize very adequately entrepreneurship activities needed for self-reliance.
2. Business students should be equipped with important financial management skills needed for successful entrepreneurship.
3. Federal government should set aside some money each year for financial business graduates who intend to float their own business. The fund should be made repayable but must be interest free.

**References**


