

## COMPARATIVE ANALYSIS OF ENTREPRENEURSHIP EDUCATION AND SENIOR SECONDARY SCHOOL EDUCATION IN DELTA STATE

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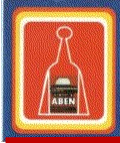
### **Abstract**

*The paper gave a comparative analysis of entrepreneurship education and senior secondary school education in Delta State. The study adopted the descriptive survey design. The population of the study consisted of 1,620 male and female teachers in 65 Secondary Schools in Warri Education Zone. Further breakdown of the population shows that the figure comprises 700 and 920 male and female teachers respectively. The sample size of the study is 600 respondents using simple random sampling techniques. Structured questionnaire titled 'Entrepreneurship Education for Senior Secondary School education Questionnaire (EESEQ) was used as the instrument for data collection with a 4-point Likert Rating Scale. The instrument was validated by an expert in the Department of Business Education and another expert from the Department of Measurement and Evaluation. The instrument went through a pilot test using 10 teachers and 10 students from secondary school in Edo State which is outside the study area. The internal consistency of the instrument was computed using Cronbach Alpha method that yielded 0.68, 0.70, 0.72, for clusters A, B, C and 0.70 as the overall reliability estimate value for the entire instrument. The above figures were high enough to regard the instrument reliable for the study. Direct delivery method was used by the researcher to administer and collect the questionnaires from the respondents. Copies of the completed questionnaires were collected on the spot by the researcher and her assistants from the respondents. All the 600 copies of the questionnaire were returned hence ensuring 100% return rate. The data generated for the study were analyzed using percentage, mean and standard deviation to answer the research questions. A percentage score of 50% and above served as a benchmark for acceptance for cluster A criterion mean score of 2.50 and above was the benchmark for acceptance in arriving at decisions on research questions B to E. This implies that any mean scores below the benchmarks of 50% and 2.50 were not accepted while t-test statistic was used in testing the stated null hypotheses at 0.05 level of significance. From the findings, it was recommended amongst others that Adequate funds and facilities should be provided to ensure effective teaching of entrepreneurship education in secondary schools.*

**Keywords:** *Entrepreneurship, Education, Senior Secondary School*

### **Introduction**

Education is defined as the foundation for all nations and instrument for the socio-economic development of any nation. In this sense, the value of education is an instrument for imparting generations with skills to contribute meaningful for national development. Gana (2018) emphasized that education is not investment on youth development but also a requirement and a blood wire for the economy of a nation if its policies are well cut out and executed. According to Federal Republic of Nigeria (FRN) (2014), education refers to all the administrative structures and mechanism that ascertain the instructional process as a path for impartation of a society and knowledge bank, inputs, competencies and norms from generations to generations. Okhawere (2018) alleged that



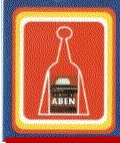
countries and their citizens become what they are the nature and type of education in operation and in that country from the primary to the tertiary stage particular due to the secondary levels. Secondary education is a crucial stage of education in Nigeria. The objectives of Education as stipulated in the Nigeria Policy of Education (FRN) (2014) include: to provide all the graduates of primary schools with opportunities to further their education, regardless of gender, creed, prestige, social status, religion or ethnic nationality to provide diversified curriculum to make provision and meet the talents opportunities and their prospective jobs, to provide skills and proficiencies to the applied science, technology and commerce at different grades of sub-profession and to enhance the indigenous language and tradition in the spheres of global traditional and historical heritage to mention but a few.

The importance of secondary school as a transition link between primary and tertiary institutions, admitting primary school graduates at one end and transforming its graduates as would be new entrants for tertiary institutions ensures it is compulsory and necessary that its graduates must be trained to fit into the rigors of the nation (Ugwu, 2017). This consumer and producer standing of secondary education entails that it offers the best kind of education in a way that its graduates are adequately trained to be equipped with competencies and proficiencies to be employed in any organization and also to be self-employed as well as to further their education at the tertiary level. This entails that graduates of secondary school should not only upgraded and equipped upon the primary school education but also resolve the anomalies of its graduates while making available sufficient resources for tertiary level.

However, it seems that the secondary school education curricular that is operative in Nigeria for the past ten years is faulty and does not make provision for students to be adequately with skills and proficiencies to adequately fit into the society. Ugwu, (2017), stated that the dynamics and operations of the secondary education curriculum is in doubt and as a result, the increased rate of unemployment among graduates from primary to tertiary school level. Eno-Obong (2016), observed that the school curriculum of Nigeria is synonymous with impartation of the one expertise instead of diversity of expertise is needed for the overall transformation of the students. This is a big problem bedeviling administrators in the education sector and curriculum planners in Nigeria. Eno-Obong (2016), further buttressed that it is a place where students are imparted with intellectual skills and excel academically in both internal and external examinations, they seem to be unable to fit into the society as they have not adequately be equipped with skills and proficiencies in a way that they are presented with stumbling blocks and problems inherent in the society often seem to be unable to adjust and surpass them and rather would turn to unethical and immoral behaviors. Oyesuki (2018) sadly stated that the country's system of education has not seemingly make available adequate job opportunities for their graduates.

Furthermore, the perceived present state of unemployment amongst the youths is as a result of the fact that students are not adequately trained and equipped with skills for self-employed or to be employed gainfully. Earlier, Ugwu (2017), declared that there was a misnomer between what is obtainable in the labor market and what the students are taught and imparted with at school. A cursory look at the postulation elucidates the enhancement of the quality and delivery of the secondary school system particularly at the secondary school level.

In their quest for the answers, the state resolved to adopt entrepreneurship education as a veritable tool since the argument for the adoption of entrepreneurship education and economic synthesis seem to have taken a new dimension. The observed lacuna is seemingly no longer whether entrepreneurship education could inspire individual entrepreneurs but that it has seemingly proved beyond reasonable doubt that entrepreneurship education is essential and fosters incorporation of the required proficiencies in students. In this light, entrepreneurship education is



expected to stimulate growth and development that could maintain an increased level of employment added with the fact that entrepreneurship education could be adopted to incorporate entrepreneurial ingenuity encapsulated in individuals (Timmons, 2020), the stage the United Nations publicly decaled the phase, 2005 to 2014 as the period for Education for Sustainable Development (Onu, 2016). To the United Nations International Children Education Fund (UNICEF) (2018), entrepreneurship education sprung up as a reaction to international glamour and the necessity to erase the observed high rate of unemployment worldwide and to reduce the dependency on the state for white collar jobs which has seemingly reflected in the less developed countries as Nigeria. For example, UNICEF (2018) elucidated that the inability to exclude the youths in Nigeria make up 8.3% rate of unemployment in the nation. UNICEF further elaborated that majority of the schools in the nation do not seem to enhance the quality and delivery of entrepreneurship education and the youths would fit into the work of work or be self-employed by expanding the profitability and productivity of the enterprises.

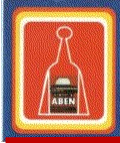
As a result of the observed and worrisome state of unemployment in the nation, particularly amongst the youths, the Federal Government of Nigeria recommended the incorporation of entrepreneurship education in the curriculum of Nigeria's system of education. In response to this, mandatory entrepreneurship education was incorporated in Nigerian secondary schools as panacea against the perceived high rising state of unemployment. This is as a result of the fact that government and curriculum planners at the global level, have seemingly focused on entrepreneurship education to curb the observed high unemployment situations.

The purpose of entrepreneurship education is a derivative of the fact that entrepreneurs are possess certain attributes and abilities that influences them to engage in entrepreneurship, those abilities could also be taught and learnt more officially in the education system (Ibrahim and Ellis 2018). Additionally, corroborating this assertion, a ten-year (1985-1994) literature review of enterprise, entrepreneurship and small scale business management education which revealed that majority of the review revealed that entrepreneurship education can be taught or delivered through entrepreneurship education. in this sense, persons could be equipped through entrepreneurship regardless of their sex or educational qualification and background (Chiaha and Agu, 2018). Entrepreneurship education was observed that to foster the acquisition of entrepreneurship skills and traits (Chiaha, Eze & Agu, 2019).

### **Statement of the Problem**

The emergence of entrepreneurship education curriculum in secondary schools is to ensure the realization of the self-reliant bid of the Federal government as well as enhance job creation by students to reduce over-reliance on the public sector for employment. Entrepreneurship education does not just provide education for its own sake to enrich the individuals' knowledge to develop his personality. It provides education geared towards multiple intelligences thus preparing the students to undertake specific tasks and employment functions essential for the transformation of the society.

Delta state is one of the states in Nigeria with her secondary schools offering entrepreneurship education to the Senior Secondary Schools (SSS) as one of the compulsory subjects as directed by the federal government. Like other states in Nigeria, the entrepreneurship education commenced in the 2011/2012 academic year and it is expected that this will transform the secondary school system and make the graduates more employable. Delta state youths are not usually entrepreneurs. This appears to be worse among females. Her graduates especially females are more interested in white collar jobs than in starting off businesses. The issue of youth unemployment is therefore more crucial in the state. However, the situation seems to be better in



rural areas where the youths go into businesses more probably due to higher difficulty of getting paid jobs.

It becomes therefore, imperative that certain standards must be met in order to attain the best from the nations' secondary schools. The present state of secondary education in the country seems to suggest that standards are not being met, particularly in curriculum content and student output. The secondary school curriculum has for years placed undue emphasis on the cognitive development of the students resulting to mono intelligence imbibed by students which has failed to provide the students with the intelligence and skills needed to be creative, and innovative in exploring ones' environment for survival in the society. This appears to be the major deficiency in the realization of one of the cardinal objectives of secondary education which is to prepare the students for useful living and contribution for the growth of the society. The problem of this study put in a question form therefore is: Will entrepreneurship education and senior secondary education usher in a new era in the life of secondary schools' students?

#### **Research Questions:**

The following research questions guided the study

1. What are the basic entrepreneurship skills needed by the students?
2. What opportunities are provided for secondary students through entrepreneurship education?

#### **Hypotheses**

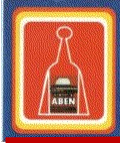
The following hypotheses were formulated to guide this study and were tested at 0.05 level of significance.

**HO<sub>2</sub>:** There is no significance difference between the opinions of male and female teachers with regards to entrepreneurship skills needed by senior secondary school education students.

**HO<sub>3</sub>:** There is no significance difference between the mean opinions of male and female teachers with regard to the opportunities provided by entrepreneurship education to senior secondary school education students in Delta state.

#### **Methods**

The study adopted the descriptive survey design. The population of the study consisted of 1,620 male and female teachers in 65 Secondary Schools in Warri Education Zone. Further breakdown of the population shows that the figure comprises 700 and 920 male and female teachers respectively. The sample size of the study is 600 respondents using simple random sampling techniques. Structured questionnaire titled 'Entrepreneurship Education for Senior Secondary School education Questionnaire (EESEQ) with was the instrument for data collection with a 4-point Linkert Rating Scale. The instrument was validated by an expert in the Department of Business Education and another expert from the Department of Measurement and Evaluation. The instrument was trial tested using 10 teachers and 10 students from secondary school in Edo State which is outside the study area. The internal consistency of the instrument was computed using Cronbach Alpha method that yielded 0.68, 0.70, 0.72, for clusters A, B, C and 0.70 as the overall reliability estimate value for the entire instrument. The above figures were high enough to regard the instrument reliable for the study. Direct delivery method was used by the researcher on methods of data collection to administer and collect the questionnaires from the respondents. Copies of the completed questionnaires were collected on the spot by the researcher and her assistants from the respondents. All the 600 copies of the questionnaire were returned hence ensuring 100% return rate. The data generated for the study were analyzed using percentage, mean and standard deviation to answer the research questions. A percentage score of 50% and



above served as a benchmark for acceptance for cluster A while a criterion mean score of 2.50 and above was the benchmark for acceptance in arriving at decisions on research questions B to E. This implies that any mean scores below the benchmarks of 50% and 2.50 were not accepted while t-test statistic was used in testing the stated null hypotheses at 0.05 level of significance

**Results**

**Research Question 1:** What are the basic entrepreneurship skills needed by the students?

**Table 1:**

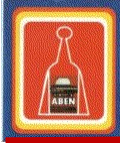
**Mean Ratings of the basic entrepreneurship skills needed by the students**  $n_1$  = number of teachers,  $n_2$  = number of female,

$\bar{X}$  = mean for male teachers,  $SD_1$  = standard deviation for male teachers,  $SD_2$  = standard deviation for students

S/N	Items	Male 240		Female 260		Decision
		$\bar{X}^1$	SD1	$\bar{X}^2$	SD2	
1.	Using Okpa flour for baking cake	2.80	0.68	3.01	0.79	Accept
2.	Using Okpa flour for making Akara balls	3.00	0.77	2.90	0.70	Accept
3.	Packaging Okpa flour for export	2.88	0.69	2.96	0.72	Accept
4.	Using maize flour for making bread	2.85	0.67	2.80	0.68	Accept
5.	Skills in snail farming	2.90	0.70	2.85	0.67	Accept
6.	Banana farming	3.00	0.78	2.90	0.70	Accept
7.	Making of banana biscuits	2.75	0.65	2.85	0.68	Accept
8.	Packaging honey for export	3.00	0.77	2.90	0.70	Accept
9.	Preservation of yellow pepper	3.20	0.80	2.91	0.71	Accept
10.	Packaging of yellow pepper for export	2.80	0.68	3.02	0.78	Accept

Results from table 1 on the basic entrepreneurship skills needed by the students indicate that the male teachers had their mean scores range from 2.75 – 3.20 on items 11 – 20 on the table. The same items had their mean scores range from 2.80 – 3.02 for the female teachers. The two sets of scores indicate that the mean scores of the respondents are above the 2.50 criterion acceptance level. This implies that male and female teachers are in agreement on the items as the basic entrepreneurship skills needed by the students in the zone.

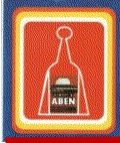
**Research Question 2:** What opportunities are provided for secondary students through entrepreneurship education?



**Table 2:**  
Mean Ratings on opportunities provided for secondary students through entrepreneurship education  $n_1$  = number of male teachers,  $n_2$  = number of female teachers,  $X_1$  = mean for male teachers,  $SD_1$  = standard deviation for male teachers while  $X_2$  = mean for female teachers,  $SD_2$  = standard deviation for female teachers

S/N	Items	Male 240		Female 2 = 260		Decision
		$\bar{X}$	SD	$\bar{X}$	SD	
11.	Entrepreneurship provides students with leadership competencies	3.11	0.86	3.30	0.89	Accept
12.	It provides training for students professional growth	2.98	0.78	2.85	0.73	Accept
13.	It equips students with communicative skills	3.21	0.72	3.13	0.83	Accept
14.	It provides students with the acquisition of organizational strategies	2.96	0.76	2.86	0.72	Accept
15.	Trains students to become employers of labour	3.00	0.79	3.12	0.84	Accept
16.	Provides the students the skills for establishment of personal business	2.95	0.74	2.80	0.70	Accept
17.	Entrepreneurship prepares the students for careers choices in the society	3.30	0.88	3.15	0.84	Accept
18.	It prepares the students to be self-reliant	3.00	0.78	3.12	0.85	Accept
19.	It provides students with employable skills	3.20	0.71	3.10	0.80	Accept
20.	It reduces the problems of <u>seeking for non-existent jobs</u>	2.94	0.73	2.85	0.69	Accept

The result in table 2 shows that the mean scores of male teachers on items 21 – 30 on the opportunities provided for secondary students through entrepreneurship education range from 2.94 – 3.30. The same items had their mean scores for the female teachers range from 2.80 - 3.30. The two sets of scores therefore, have their mean scores above the 2.50 benchmark for acceptance level. This indicates that male and female teachers agreed that Entrepreneurship education provides students with leadership competencies, training for professional growth, communicative skills, and the acquisition of organizational strategies, trains students to become employers of labour through establishing their personal businesses. Other opportunities include preparing the students for career choices in the society, making students to be self-reliant, providing them with employment skills and reducing the problems of seeking for non-existent jobs in the society.



**Hypotheses Testing**

**Hypothesis 1:** There is no significance difference between the opinions of male and female teachers with regards to entrepreneurship skills needed by senior secondary schools students.

**Table 3:**  
Summary of t-test Analysis on the Mean Rating of male and female teachers with regards to entrepreneurship skills needed by senior secondary schools' students

Group	N	X	SD	Df	Level of	t-cal value	t-tab value	Decision
					sign			
Male	240	3.01	0.68	498	0.05	1.65	1.65	S
Female	260	3.12	0.69					

**Key:**

df = degree of freedom, t-cal = calculated value, t-tal = table value, Ls = level of significance, SD = standard deviation, X = mean, N = sample, Dec. = decision, S –significance

Result shown in table 3 indicates that t-table value of 1.96 at 498 degree of freedom (df) and 0.05 level of significance is greater than the t-calculated value of 1.65. Since the t-calculated value of 1.65 is less than the t-table value, the null hypothesis is accepted, implying that there is significant difference between the opinions of male and female teachers with regards to entrepreneurship skills needed by senior secondary schools' students.

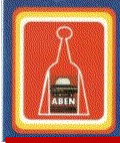
**Hypothesis 2:** There is no significant difference between the opinions of male and female teachers with regard to the opportunities provided by entrepreneurship education to senior secondary school education students in Delta state.

**Table 4:**  
Summary of t-test Analysis on the Mean Rating of male and female teachers with regards to opportunities provided by entrepreneurship education to senior secondary school education students in Delta

S/No	Group	N	Mean	Standard Deviation	t-cal	t-critical	df	Level of sign	Decision
1	Male	240	2.96	0.81	1.63	1.96	498	0.05	S
2	Female	260	2.84						

X =Mean, SD =Standard deviation, t-cal =t- calculated, t-tab = t- table , S= Significant

The result on table 4 above reveals that the t-calculated value of 1.63 is less than 1.96 the t-table value at 498 df and at 0.05 level of significance. Since the t-table value is less than the t-calculated value the null hypothesis of no significant difference of the study is also rejected implying that there is significant difference between the mean ratings of male and female teachers on opportunities provided by entrepreneurship education to secondary school students in Delta state.

**Discussion of Findings:****Basic entrepreneurship skills needed by secondary school students**

The findings showed that the basic entrepreneurship skills needed by secondary school students include Okpa flour for baking cake, using Okpa flour for making akara balls, packaging Okpa flour for export, using maize flour for making bread, skills in snail farming others include banana farming, making of banana biscuits, packaging honey for export, preservation of yellow pepper and packaging of yellow pepper for export. These findings are in line with the views of Ugwu (2017), Hisrich and Peter (2019) who identified writing, planning, leadership and marketing as basic entrepreneurship skills needed by secondary school students. The findings are also in agreement with the earlier result of Ugwu, (2017) who found out those students require leadership, marketing and organizational as some of the basic skills for their survival in the society.

**Opportunities provided for secondary school students through entrepreneurship education**

The findings of this study showed that the following opportunities are available for students through entrepreneurship education. They include providing students with leadership competences, training for professional growth, communicative skills, and organizational strategies and making them to become employers of labour. Other identified opportunities provided for the students through entrepreneurship education are skills for establishment of the own businesses, making career choices, self-reliant, and employable skills in the society. These findings are supportive of the opinion of Nelson, (2016), that entrepreneurship education provided students with opportunity to become self-reliant, and establish their own business in the study. The results also are in line with the views of Onu, (2016) who stated that entrepreneurship education provides with opportunities to acquire employable skills to manage small enterprises at some point in their lives, and reduce unemployment problems in the society.

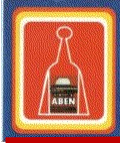
**Conclusion**

The basic entrepreneurship skills needed by secondary school students include using Okpa flour for baking cake, using Okpa flour for making akara balls, packaging Okpa flour for export, using maize flour for making bread, skills in snail farming others include banana farming, making of banana biscuits, packaging honey for export, preservation of yellow pepper and packaging of yellow pepper for export. Entrepreneurship education provides secondary school students with leadership competences, training for professional growth, communicative skills, organizational strategies and self-employment. Others include opportunities for career choices, self-reliance and employment skills.

**Recommendations**

Based on the findings of this study, the following recommendations are made.

1. Adequate funds and facilities should be provided to ensure effective teaching of entrepreneurship education in secondary schools.
2. The Ministries of Primary and Secondary education should expose teachers to training, workshops, conferences and symposia for them to have opportunities that will equip them to train students.



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