



Improving Nigeria's Economy Through Effective Teaching of Entrepreneurship in Public Secondary Schools in Uyo, Akwa Ibom State

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ABSTRACT

This study was on "improving Nigeria's economy through effective teaching of entrepreneurship education in public secondary schools in Uyo, Akwa Ibom State". Three objectives, research questions and hypotheses were formulated for the study. The study adopted a survey design research. The area of the study was the fourteen (14) public secondary schools in Uyo Local Government of Akwa Ibom State. The population of the study constituted 105 teachers who teach entrepreneurship related subjects. The total sample for the study was 52 teachers drawn from five (5) public secondary schools located in the urban area of Uyo, Akwa Ibom State. Cronbach Alpha method was deployed to compute the internal consistency of the instrument. The reliability index of 0.86 was obtained which showed the instrument was reliable for the study. Mean and standard deviation was used in answering the research questions, while Analysis of Variance (ANOVA) was deployed in testing the hypotheses formulated for the study at 0.05 level of significance. Base on the findings of the study, the following recommendations were made: Entrepreneurship should be effectively taught in public secondary schools in Uyo, Akwa Ibom State to improve Nigeria's economy; there should be a concerted effort by the government, school management, teachers and other stakeholders in ameliorating the challenges of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State to improve Nigeria's economy and the strategies towards effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State should be adopted so as to improve Nigeria's economy.

KEYWORDS: Entrepreneurship; Education; Economic Development

Introduction

Education has remained a systematic process through which a child or an adult acquires knowledge, experience, skills and acceptable attitude. Education remains a potent factor in national development. It makes an individual civilized, refined, cultured and educated (Musa and Esiege, 2017). Education is seen as a veritable tool in human development. It has different connotation from schooling. Education deals with the total process of human learning by which knowledge is imparted, faculties are trained and different skills are developed. On the other hand, schooling is just one medium through which education can be provided and made accessible. Education is also defined as the act or process of educating or applying discipline on the mind or a process of character transformation. Education is a dynamic instrument of change which is expected to affect or condition the social behaviour of the person being educated. Education is a life-long process. It encompasses all aspects of life, be it physical, social or spiritual environment. It is a continuous process. Life is a continuous process of growth and development and so education is also a continuous process which begins from womb to tomb. An individual learns through his experiences, which are acquired throughout his life. Education is not merely collection of some information. It is acquisition of experiences through life in the social and natural environment. It is the development of all those capacities in an individual, which makes him to control his environment and fulfill his possibilities (Bassey, Inwang and Warren-Oveh, 2023).

The objective of entrepreneurship education in secondary schools in Nigeria is to promote entrepreneurship and professionalism for the benefit of others as a solution to business problems. However, the type of trade/business that can be studied at the school will depend on the materials and resources available, the needs of the community where the school is located, and the vision of the school. Igwe et al (2015) argued that the teaching methods used in Nigerian secondary schools are inadequate because the main methods of discussion, demonstration, discovery and concept mapping are rarely used in entrepreneurship education in our schools. The former curriculum seems to be teacher centered and consequently, the learning is recalled/memorized, unlike the content of the new learning materials intended to be delivered. Similarly, Agbeze (2012) argued that lack of in-service training and lack of commitment from government and teachers affect the quality of teaching. Recognizing the importance of appropriate teaching methods for these new industries, FRN (2016) stated that "for effective student participation in work, the teacher-student ratio should be 1:20 and informal artisanship industry shall be used to provide training opportunities for students at the post-basic level". He provides training to students. It further stressed that; the industrial training fund (ITF) shall organize staff development with the proprietors of institutions and industries to give adequate training to teachers. The question now is where has this happened since the introduction of the new curriculum in Nigerian high schools?

The required minimum numbers of tools, equipment and materials; quality and availability of teachers; infrastructure and adequate funding are inputs needed for effective teaching and learning of trade subjects in the senior secondary school curriculum. If the inputs are not adequately provided, it might be difficult for the teacher to deliver and equally for the learners to learn. Consequently, the objectives of the senior secondary school trade curriculum may not be fully achieved. This article aims to rethink entrepreneurship education from high school to university as a necessary tool for the development of skills and capabilities needed for job creation and development in Nigeria. For example, GSM repair is provided by Mobile Technology Engineering. Fishing farm in the water; Clothing production based on the fashion design process; Photography based on image technology; Leather plays a role in leather production, but there is a need to improve entrepreneurship education from high school to university in Nigeria, to name a few. Entrepreneurship courses offered in secondary school are basic requirements for related courses in university. Anyadike, Emeh, and Ukah (2012) caution that programs should not be sacrificed for political reasons, but should be judged on their ability to achieve their intended goals.

In many developing countries, entrepreneurship has been a powerful engine of economic growth and wealth creation, and is crucial for improving the quality, number and variety of employment opportunities for the masses. It has several multiplier effects on the economy, as it spurs innovation, and fosters investment in people, which is a better source of competitive advantage than other natural resources that can be depleted. Entrepreneurs create new enterprises, new commercial activities, and new economic sectors. They generate jobs for others; produce goods and services for society; introduce new technologies and improve or lower cost of outputs; it therefore plays a key role in addressing poverty through their contributions to wealth and job creation, economic advancement and social empowerment. Agbeze (2012) believes that wealth and job creation generated by entrepreneurs is the core engine of a virtuous cycle that develops an economy. Effective entrepreneurial development can set in motion a wave of impacts in communities and regions that go beyond the wealth created by individual entrepreneurs and their enterprises. Jegede et al, (2019) established that, global entrepreneurship helps to reduce the rate of unemployment and poverty in both urban and rural areas.

Entrepreneurship education would be integrated into the school curriculum and would only be aimed at certain students wishing to develop entrepreneurial skills. Evans et al (2021) established the Center for Entrepreneurship and Development Research (CEDR) at the University of Nsuka, Nigeria, in 2010, to focus on entrepreneurial culture and thinking, skills, work for individuality, economic freedom and individuality. However, the common sense that experts and professionals must forever remain at the bottom of society's economic ladder as "non-practitioners", liberation, rejection and failure remain deceptions for young people. At present, there is a need to reform the Nigerian education system which appears to be designed as a "factory" to produce graduates led to believe that the only employer of labour is the government. Therefore, teaching entrepreneurship that promotes creativity and self-esteem in the undergraduate curriculum will help students acquire business ideas and use them for the future. Entrepreneurial skills involve the technical concepts and mental awareness needed to understand the work of existing businesses. Entrepreneurship therefore plays an important role in reducing poverty by contributing to economic and job creation, economic development and the promotion of good understanding.

In the light of the above, Obioma in Okoye and Ogunyele (2015) succinctly put it that, the new curriculum is structured in a way that will ensure that senior secondary school graduates are well prepared for higher education and that they had acquired relevant functional trade and entrepreneurship skills needed for poverty eradication, job creation and wealth generation. The curriculum placed higher emphasis on such skills as problem-solving, quantitative reasoning, communications, connections and information technologies. The graduates would have also acquired skills, with the capacity to set up their own businesses as a fall-out of the skills they acquired from the 35 trade subjects. The expected functional education will make them job creators instead of job seekers, thereby banishing poverty from their lives. This was all done so as to make Nigerian youths to be job creators rather than job seekers. This paper believes that if the Nigerian government must revitalize its economy and reduce unemployment progressively, a paradigm shift in policy that is critical to effective entrepreneurship education and development becomes imperative.

Concept of Entrepreneurship Education

Education is seen as a means to advance business intelligence and research. This has spread widely and has led to deep thinking, wisdom and knowledge that are signs of progress in science and innovation. One of the main indicators of a stable economy is the country's ability to provide good jobs to its citizens in order to contribute to the development of the country. Since no society can rise above its level of education, productivity is enhanced by entrepreneurship education provided in the curriculum. Entrepreneurship education in Nigeria seeks, among other things, to equip students at all levels of education with the knowledge, skills and motivation necessary to foster entrepreneurial success in various industries (Ezeobata, 2007). There are many entrepreneurship courses available at all levels of schools, primary, secondary and tertiary institutions in Nigeria. Countries that have benefited from indigenous education or technologies are on the brink of technological progress, while those that have relegated them are at a standstill.

The education of each country must reflect its environment, needs and social conditions, and its objectives and programs must include the needs of its people. Ozochi (2018) posited that the Colonial Government in Nigeria enforced the pre-independence educational system on Nigeria. It was an education that alienated the people from their culture and value systems. The colonial system of education had limited social objectives. The aim was to produce at best, middle level manpower for the colonial civil services. The indigenous society had no part in designing or implementing it but had to cooperate with it. It was not designed to have an impact on the masses except that it gave public officers certain power over the populace. It could not effectively equip people to fight poverty, ignorance and disease (Akpomi, 2009).

Following the political independence of Nigeria, there was a realization that the type of education our colonial masters left with us needed a critical re-examination of the values of contents, objectives, relevance, methods, administration and evaluation. Nigeria, having realized the effectiveness of education as a powerful instrument for national progress and development, adjusted her educational philosophy and methodology to match the ideals and challenges of changing economic and social structure of modern society (Federal Government of Nigeria, 2013). The implementation of the 6-3-3-4

education system in Nigeria began in 1982 and brought many reforms into the educational system. At the Junior Secondary School level, pre-vocational subjects were introduced into the curriculum while vocational subjects were introduced into the senior secondary level. The aim was to make the graduates of junior and senior secondary schools to learn skills that will make them to be self-reliant even if they don't want to proceed to tertiary education (Omosewo, Akanmu and Asebiomo, 2013).

Entrepreneurship education is about developing attitude, behaviours and capacities at the individual's level and should be able to lead to self-reliant at present and in the future. In a related study, Anho in Musa and Esiege, (2017) defined entrepreneurship education as a form of education which makes people to be responsive to their personal, family, national needs and aspiration. Anyakoha in Ementa (2018) defined entrepreneurship education as the education that aims at helping the students acquire skills to be self-reliant, adding that for an individual to be self-reliant, he/she must have acquired the right habits, attitudes, and skills with which to explore his or her environment. It is also about application of those skills and attitudes that can make many individual's career, creating a range of long-term benefits to society and the economy. Since its benefits are enormous, adequate steps should be taken to require entrepreneurial education by providing at all levels of governance-federal, state and local government areas, suitable environment through proper curriculum implementation, and by proper funding and equipping of entrepreneurship education.

Entrepreneurship education has the capability of providing jobs for many people in factories, agriculture, enterprises, and other service in industries and small-scale businesses. However, Education For All (EFA) as reported by Kalagbor and Harry ((2019) shows that sufficient attention is not given to skill training for youth and adults. This revelation underscores the goal and objectives of the trade/entrepreneurship education. Investment in education should focus on mass literacy that will allow every youth to be able to read and write; a development that will improve and enhance their professionalism and productivity. This is because, wealth and job generated by entrepreneurs is the core engine of virtuous cycle that develops an economy.

The Nigerian economy seems to have been depending heavily on oil revenues. There is public suggestion now from all the quarters of the country for the diversification of economy as a result of global fall in oil prices and rising of unemployment among the graduates in the country (Ojeifo, 2013). There is need for the country to increasingly embrace education through information and communication technology and entrepreneurship education. No wonder, a onetime President of the Federal Republic of Nigeria, Chief Olusegun Obasanjo mandated that all students in Nigeria regardless of their course of study would need to study entrepreneurship. With the current situation of unemployment and social vices resulting from it, especially among secondary school graduates, it becomes imperative for the nation to have a re-think on her educational delivery in order to produce children who can be self-reliant and self-sustaining (Baba, 2016). There is need for entrepreneurship studies in secondary education to be strengthened and tailored towards practical acquisition of skills as well as entrepreneurial culture for sustainable development of individuals as well as the nation.

Role of Entrepreneurship Education

In essence, entrepreneurship education provides young people with a platform to convert opportunities into business ventures and manage these businesses as job creation vehicles for themselves and others. The ultimate goal of entrepreneurship education is to develop students' ability to anticipate and respond to changes in society. In other words, entrepreneurship education gives students the opportunity to use their creativity for their own benefit and that of society as a whole. They also have the power to lead, take responsibility and take risks. Nigeria, Africa's largest and most populous country, is not immune to the global problem of unemployment, particularly among young people. It is battling growing unemployment due to poverty, crime, kidnapping, prostitution and other scourges (Nwagwu, 2014).

Entrepreneurship education is a catalyst for economic development and job creation in any society and involves a change in the culture of education to ensure re-educational re-engineering that results from the disadvantages of existing courses. Entrepreneurship's main goal is to provide students with the essential skills and knowledge needed for the world of work. Entrepreneurship education often involves a variety of activities that include coursework, extracurricular activities, and research. Simply put, entrepreneurship education decisions include everything from learning objectives, topics to cover, selection of materials (including events, exercises and content), pedagogy and delivery. In most economies of the world and especially in developed economies, the entrepreneur is the driving force behind the productive activities and in turn the entrepreneur is expected to be driven by relevant education.

Challenges in the Implementation of Entrepreneurship Education in Public Secondary Schools

Achieving learning objectives at each level often depends on effective implementation of its planned programme. Onyeachu (2008) observed that however, planning, creating and gathering information on any subject, implementation is important. Indeed, most problems of programmes arise during implementation. Babalola (2004) pointed out that many quality educational materials and other educational policies have been compromised without any method in the process. In other words, if the new secondary education curriculum is to achieve its objectives, the following issues must be addressed. They are:

Insufficient Instructional Facilities

Instructional facilities refer to the basic structures and facilities necessary for effective teaching and learning in the school. Facilities are plants, equipment, buildings, and furniture that enable teachers to teach effectively and achieve their behavioral goals. What we see in most secondary schools

in Nigeria are dilapidated buildings, lack of chairs and tables for students and teachers. This has a negative impact on the effectiveness of the new secondary school curriculum.

No Suitable Staff

This is an important step in the implementation of the new secondary programme. For a curriculum programme to be effective, staff who are the major implementers must be qualified. In Nigeria, it is not uncommon for most secondary schools to lack qualified teachers. Often, teachers are required to teach subjects outside their area of expertise. How could there be adequate number of qualified teachers to handle effectively all the subjects meant for secondary education? This demands urgent attention as teachers are the main center around which the success of the new curriculum will depend. Teachers are the foundation or the hub of any educational system. The National Education Policy states that no education system can be better than its teachers (NPE, 2014).

Financial Crisis Syndrome

As Nwagwu (2014) observed, one of the best aspects of Nigerian institutions since independence has been the phenomenal increase in number of students and students' population. To grow and grow effectively at this scale, there must be a significant investment of resources in the fund. Unfortunately, all indicators point to the overall inadequacy of funding in the school. This is a major problem in the use of secondary teaching materials. Financing refers to the amount of money needed to complete any project. Onyeachu (2008) points out that no organization can operate effectively without funding. In Nigeria, for example, the allocation for education is very low and thus, inadequate.

Inadequate Instructional Materials

Teaching materials are another form of communication that teachers can use to collect information and explain it clearly to students. Curriculum is a method and means of making teaching and learning easier, more effective and easier to understand. Babalola (2004) noted that teaching materials are designed to support and promote effective teaching/learning and are also used as materials for the implementation of the curriculum.

Non-involvement of Teachers in Decision-making and Curriculum Planning

In order to achieve the goals of secondary education, teachers must be involved in decision-making and curriculum planning. Obinna (2007) observed that in most cases, teachers are deliberately ignored when making important decisions regarding education and matters relating to their welfare. Ugwu (2005) states that the validity of a programme is only determined when it is used. In other words, the validity of the programme depends on whether teachers can not only interpret the program, but also apply it. Mkpá (2017) emphasized that teachers, who are key players in the implementation of the curriculum, should be involved in all stages of the learning process.

It is unfortunate that there are many factors that pose serious challenges to the effectiveness of vocational/entrepreneurship education in Nigerian secondary schools. Some of the key indicators mentioned in this study include: the state of infrastructure development in the field of education and insufficient access to productive assets such as finance and employment. Also interfere with epileptic electricity supply, poor vision, lack of training or laboratory; qualified teaching staff, support staff, relevant books, limited equipment, inadequate facilities and equipment for development of entrepreneurship competencies expected from secondary schools graduates (Musa and Esiege, 2017); (Jegade et al., 2019) and (Kalagbor and Harry, 2019).

Strategies for Effective Entrepreneurship Education

Human resources are the most important productivity factor in today's knowledge economy (Adamu, 2016). To help young people and graduates find the jobs and businesses that suits them and the skilled workers they need, it is important to focus on creating skilled workers and expanding the potential of individuals through effective methods of business education, training, skills and lifelong learning. . This will make businessmen very competitive. In order to achieve entrepreneurship education that will promote sustainable development in Nigeria, according to Adamu (2016), the following strategies will help address the challenges of entrepreneurship education in the country.

1. There should be education based on real education combined with some research which is part of the country's economic development strategy. The development of internships will provide new graduates with professional skills and experience.
2. Training resources should be provided to support employment.
3. Teachers should be involved in decision making and curriculum preparation.
4. More qualified teachers should be hired to reduce excessive stress on some teachers who take on more workload than necessary.
5. On-campus business centers where students identify potential businesses and use the campus as a small manufacturing facility to plan, develop and operate small businesses.
6. Propose a small entrepreneurship school that interested students and community members can attend.

7. There should be enough educational institutions to improve entrepreneurship education.
8. Entrepreneurship school programs must be funded.

Entrepreneurship Education for Economic Development

Entrepreneurship education is one of the most important factors for the well-being of any society. Education is a powerful tool for social progress; no person or country can achieve the growth necessary for development alone. Considering this, good universities and lecturers (teachers) are important (Ololube et al., 2013). There is no doubt that the best way to promote the quality of teaching at university is through specific teaching which forms the basis of understanding the knowledge and skills required for teaching and learning. Education helps students grow and develop, giving them the skills and knowledge they need, helping them develop the understanding, ideas, values and attitudes they need to manage challenges, and teaching them how to become productive members of the society. Therefore, we believe that through good education, we can achieve a good early education, which is necessary to support students' learning and promote the development of the country.

Undoubtedly, every education system can, in some way, improve the capacity of human capital and the quality of future leaders, community members and workers. Ololube et al. (2013) found that the main objective of education is to improve the level of skills, especially technical and management skills, necessary to promote economic growth and create many special skills. Today, many special skills are needed to lead and develop a country.

Statement of the Problem

Recent changes in the global economy have caused all countries around the world to adopt more economic policies to cope with global economic competition. As a developing country, Nigeria is not excluded out of these changes in her economic policies. From the analysis, the main problems affecting the implementation of entrepreneurship education can be considered as lack of qualified teachers, poor facilities, poor attitude of teachers and their behavior. One way to ensure that education contributes to solving the unemployment problem nationally and internationally is to integrate entrepreneurship education into school curricula. In essence, entrepreneurship education provides young people with a platform to convert opportunities into business ventures and manage these businesses as job creation vehicles for themselves and others. However, one of the ultimate goals of business education is to develop students' ability to prepare for and respond to changes in society. In other words, entrepreneurship education gives students the opportunity to use their creativity for their own benefit and that of society as a whole. They also have the power to lead, take responsibility and take risks.

Entrepreneurship education is important for the development of the country because of its important role in acquiring good values and skills. Although the government has made efforts to create policies and provide the necessary support for economic growth and development, increasing poverty, unemployment, corruption and other health problems remain commonplace. These developments have become a great concern for the government and the good citizens of the country. The current situation raises questions that researchers cannot answer. The question is: are there enough staff to teach students? Is the learning environment appropriate and does the program include appropriate content? The study therefore seeks to investigate how to improve Nigeria's economy through effective teaching of entrepreneurship education in public secondary schools in Uyo, Akwa Ibom State.

Purpose of the Study

The general purpose of the study is 'improving Nigeria's economy through effective teaching of entrepreneurship education in public secondary schools in Uyo, Akwa Ibom State'. Specifically, the objectives of the study include:

1. To determine the extent to which Entrepreneurship Education is effectively taught in public secondary schools in Uyo, Akwa Ibom State
2. To find out the challenges facing the effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State
3. To proffer strategies towards effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

Research Questions

The following research questions guided the study:

1. To what extent is Entrepreneurship Education effectively taught in public secondary schools in Uyo, Akwa Ibom State?
2. What are the challenges facing the effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State?
3. What are the strategies towards effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State?

Research Hypotheses

The following hypotheses were formulated:

H₀₁: There is no statistically significant difference in the mean responses on the extent of effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

H₀₂: There is no statistically significant difference in the mean responses on the challenges facing the effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

H₀₃: There is no statistically significant difference in the mean responses on the strategies towards effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

Methodology

This study adopted the Survey Design. The area of the study was the fourteen (14) public secondary schools in Uyo Local Government of Akwa Ibom State. The population of the study constituted all the teachers who teach entrepreneurship related subjects. There are 105 teachers who handle entrepreneurship related subjects in all the fourteen public secondary schools in Uyo, Akwa Ibom State. The total sample for the study was fifty two (52) teachers drawn from five (5) public secondary schools located in the urban area of Uyo, Akwa Ibom State. This represented 50% of the entire population of the study. A simple random sampling technique was used to select the sample size. The instrument that was used for data collection is a self-constructed questionnaire tagged 'Improving Nigeria's Economy through Effective Teaching of Entrepreneurship Education Questionnaire' (INEETEEQ). The questionnaire was divided into two sections. Section A contains the demographic data of the respondents while sections B addressed the issues relating to the research questions and hypotheses of the study which was based on a modified 4 point Likert Rating Scale of; Very High Extent (VHE)-4 Points; High Extent (HE)-3 Points; Low Extent (LE)-2 Points; Very Low Extent (VLE)-1 Point. The instrument was checked by three validates who are knowledgeable in Entrepreneurship, measurement and evaluation. The researchers employed the Cronbach Alpha method to compute the internal consistency of the instrument which yielded a reliability index of 0.84 which shows the instrument was reliable for the study. There was a 100% return rate of the questionnaires. The mean and standard deviation (SD) was used in answering the research questions, while Analysis of Variance (ANOVA) was employed in testing the hypotheses formulated for the study at 0.05 level of significance.

Results

Research Question 1: To what extent is Entrepreneurship Education effectively taught in public secondary schools in Uyo, Akwa Ibom State?

Table 1: Mean responses on the extent of effective teaching of entrepreneurship education

S/N	Item Statements	Mean	S.D	Decision
1.	Teachers deliver Entrepreneurship in accordance to the curriculum	2.89	.79	Moderate Extent
2.	Entrepreneurship is taught practically in my school	2.26	.51	Low Extent
3.	Entrepreneurship is taught with appropriate instructional resources	2.28	.61	Low Extent
4.	A very considerable attention is given to the teaching of Entrepreneurship in my school	2.23	.57	Low Extent
5.	Laboratory facilities are sufficient for the effective implementation of Entrepreneurship	2.31	.76	Low Extent
	Grand Mean	2.39	.65	Low Extent

The data presented above shows the mean responses of the extent of effective teaching of entrepreneurship education. Using the criterion mean of 2.50, the analysis of data shows that all the items which are: teachers deliver Entrepreneurship in accordance to the curriculum; Entrepreneurship is taught practically in school; Entrepreneurship is taught with appropriate instructional resources; a very considerable attention is given to the teaching of Entrepreneurship in school and laboratory facilities are sufficient for the effective implementation of Entrepreneurship showed a low extent. It was therefore deduced that the extent to which Entrepreneurship Education is effectively taught in public secondary schools in Uyo, Akwa Ibom State is low.

Research Question 2: What are the challenges facing the effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State?

Table 2: Mean responses on the challenges facing effective teaching of entrepreneurship education

S/N	Item Statements	Mean	S.D	Decision
6.	Inadequate instructional facilities	3.25	.73	Agreed
7.	Non-involvement of teachers in decision-making and curriculum planning	2.97	.74	Agreed
8.	Inadequate qualified teachers	3.30	.50	Agreed
9.	Insufficient instructional resources	3.34	.59	Agreed
10.	Poor funding of entrepreneurship programmes in the school	3.16	.67	Agreed
	Grand Mean	3.20	.65	Agreed

The data presented above in Table 2 shows the mean responses on the challenges facing the effective delivery of Entrepreneurship Education in public secondary schools. Using the criterion mean of 2.50, the analysis of data shows that the respondents agreed that there are challenges facing the effective

delivery of Entrepreneurship Education. More so, the table indicates from the overall mean that, the respondents agreed that an insufficient instructional resource is a major challenge facing effective teaching of Entrepreneurship. This item had the highest mean rating of 3.34. On the other hand, the item that emphasized that non-involvement of teachers in decision-making and curriculum planning was ranked with the lowest mean of 2.97. It was therefore deduced that the respondents have affirmed that all the challenges listed above pose a threat to the effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State.

Research Question 3: What are the strategies towards effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State?

Table 3: Mean responses on the strategies towards effective teaching of entrepreneurship education

S/N	Item Statements	Mean	S.D	Decision
11.	There should be provision of adequate instructional facilities to improve the teaching of Entrepreneurship	3.21	.59	Agreed
12.	Teachers should be involved in decision-making and curriculum planning	3.00	.64	Agreed
13.	More qualified teachers should be employed to reduce excessive stress from some teachers who carry loads than necessary	2.85	.73	Agreed
14.	Instructional resources should be made available to stimulate effectiveness	3.09	.58	Agreed
15.	Entrepreneurship programmes in the school should be adequately funded	3.20	.56	Agreed
	Grand Mean	3.07	.62	Agreed

The data presented above reveals mean ratings of respondents on the strategies towards effective teaching of Entrepreneurship Education in public secondary schools. Using the criterion mean of 2.50, the respondents accepted the suggestions that the above strategies should be geared towards effective teaching of Entrepreneurship Education in public secondary schools. This is because their mean values were greater than the criterion mean adopted in the study. Furthermore, the item that there should be provision of adequate instructional facilities to improve the teaching of Entrepreneurship with mean value of 3.21 was ranked highest. On the other hand, the standard deviation indicated in the table shows that scores suggesting that more adequate qualified teachers should be employed to reduce excessive stress from some teachers who carry loads than necessary (.73) had the greatest dispersion as compared to other items.

Test of Hypotheses

Hypothesis 1: There is no statistically significant difference in the mean responses on the extent of effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State

Table 4: Summary of ANOVA on the extent of effective teaching of Entrepreneurship

Source of Variation	Sum of Squares (SS)	Degree of Freedom (df)	Mean of Squares (MS)	F-cal	F-crit	Remark
Between Groups	0.10	1	0.10	0.15	4.00	Accepted
Within Groups	34.59	50	0.69			
Total	34.69	51				

From the F-distribution table, the critical value of F with 1 and 50 degrees of freedom at 0.05 level of significance is 4.00. Since the computed F-value of 0.15 is less than the critical value of F (4.00), the null hypothesis was accepted. This implies that there is no significant difference in the mean responses on the extent of effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State

Hypothesis 2: There is no statistically significant difference in the mean responses on the challenges facing the effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

Table 5: Summary of ANOVA on the challenges facing the effective teaching of Entrepreneurship

Source of Variation	Sum of Squares (SS)	Degree of Freedom (df)	Mean of Squares (MS)	F-cal	F-crit	Remark
Between Groups	1.44	1	1.44	6.95	4.00	Rejected
Within Groups	10.33	50	0.21			
Total	11.77	51				

From the F-distribution table, the critical value of F with 1 and 50 degrees of freedom at 0.05 level of significance is 4.00. Since the computed F-value of 6.95 is greater than the critical value of F (4.00), the null hypothesis was rejected. This implies that there is a significant difference in the mean responses on the challenges facing the effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State.

Hypothesis 3: There is no statistically significant difference in the mean responses on the strategies towards effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State

Table 6: Summary of ANOVA on the strategies towards effective teaching of Entrepreneurship

Source of Variation	Sum of Squares (SS)	Degree of Freedom (df)	Mean of Squares (MS)	F-cal	F-crit	Remark
Between Groups	0.87	1	0.87	4.35	4.00	Rejected
Within Groups	10.19	50	0.20			
Total	11.08	51				

From the F-distribution table above, the critical value of F with 1 and 50 degrees of freedom at 0.05 level of significance is 4.00. Since the computed F-value of 4.35 is greater than the critical value of F (4.00), the null hypothesis was rejected. This implies that there is a significant difference in the mean responses on the strategies towards effective delivery of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State.

Discussion of the Findings

In this study, the researcher found out that the extent of effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State is on a low level rating. Teachers' teaching of Entrepreneurship in accordance to the curriculum is on a moderate rating. The items that opined that Entrepreneurship is taught practically in the school; Entrepreneurship is taught with appropriate instructional resources; a very considerable attention is given to the teaching of Entrepreneurship in the school and Laboratory facilities are sufficient for the effective implementation of Entrepreneurship had a low extent rate. There is no significant difference in the mean responses on the extent of effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State. In consonance with the above, Obima (2015) succinctly put it that, the new curriculum is structured in a way that will ensure that senior secondary school graduates are well prepared for higher education and that Teachers' teaching of Entrepreneurship in accordance to the curriculum is non-negotiable; Entrepreneurship should be taught practically in secondary schools with appropriate instructional resources. He further added that a very considerable attention should be given to the teaching of Entrepreneurship with sufficient laboratory facilities for effective implementation of Entrepreneurship in secondary schools.

This study has found out that the challenges facing the effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State are highly rated. Details show inadequate instructional facilities; non-involvement of teachers in decision-making and curriculum planning; inadequate qualified teachers; insufficient instructional resources and poor funding of entrepreneurship programmes in the school were the challenges facing successful implementation of Entrepreneurship in public secondary schools. The study did not find any significant difference in the mean responses on the challenges facing the effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State. In the same vein, Esiege (2017) opined that epileptic electricity supply, lack of workshop or laboratories; inadequate qualified teaching staff, practical support staff, relevant textbooks, limited equipment, inadequate facilities and tools for practical activities in trade/entrepreneurship subjects limit student's acquisition of skills, knowledge and attitude for development of entrepreneurship competencies expected from secondary schools graduates.

This study has found out that the mean responses on the strategies towards effective teaching of Entrepreneurship Education in public secondary schools in Uyo, Akwa Ibom State were highly rated. It suggested that there should be provision of adequate instructional facilities to improve the teaching of Entrepreneurship; teachers should be involved in decision-making and curriculum planning; more qualified teachers should be employed to reduce excessive stress from some; instructional resources should be made available to stimulate effectiveness and that Entrepreneurship programmes in the school should be adequately funded. This finding is in agreement with Adamu (2006) who opined that there should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some work skills and experience; instructional resources should be made available to stimulate effectiveness; teachers should be involved in decision-making and curriculum planning; more qualified teachers should be employed to reduce excessive stress from some teachers who carry loads than necessary; school based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators; provide small business schools where interested students and community members can participate; there should be provision of adequate instructional facilities to improve the teaching of Entrepreneurship and Entrepreneurship programmes in the school should be adequately funded.

Conclusion

The following conclusions are drawn based on the findings of this study:

1. Entrepreneurship is effectively taught in public secondary schools in Uyo, Akwa Ibom State to a high extent.
2. The challenges facing the effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State included inadequate instructional facilities; non-involvement of teachers in decision-making and curriculum planning; inadequate qualified teachers; insufficient instructional resources and poor funding of entrepreneurship programmes.

3. There is a high response rate on how Nigeria's economy could be improved with the suggested strategies towards effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State.

Recommendations

Base on the findings of the study, the following recommendations were made:

1. Entrepreneurship should be effectively taught in public secondary schools in Uyo, Akwa Ibom State to improve Nigeria's economy
2. There should be a concerted effort by the government, school management, teachers and other stakeholders in ameliorating the challenges of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State to improve Nigeria's economy
3. The strategies towards effective teaching of Entrepreneurship in public secondary schools in Uyo, Akwa Ibom State should be adopted so as to improve Nigeria's economy

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