TEACHERS' PREPAREDNESS IN THE DEVELOPMENT OF STUDENTS' ENTREPRENEURIAL SKILLS IN ANAMBRA STATE.

Ugwuoke, U. N., *PhD,*[1] Okwor, N. S., *PhD*[2] & Anyaeji, A. V., *PhD*[3]
[1]*Department of Result Printing and Contol Unit,*
Federal Polytechnic Oko, Anambra State
[2]*Department of Educational Foundation,*
Enugu State College of Education Technical (ESCET) Enugu.
[3]*Department of Educational Management and Policy,*
Faculty of Education, Nnamdi Azikiwe University, Awka.

Abstract
This study investigated teachers' preparedness in the development of students' entrepreneurial skills in Anambra state. Descriptive survey research design was adopted for this study. Two research questions guided the study and two hypotheses were tested. The population comprised 664 entrepreneurship education teachers in government owned public secondary schools in Anambra state. A sample of 333 entrepreneurship teachers which comprised of 120 males and 213 females were drawn. Data were collected using researcher developed instrument titled "Teachers' Preparedness for Entrepreneurship Questionnaire (TPEQ)". The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach Alpha which yielded an overall value of 0.82 for the instrument with coefficients for the two clusters being 0.83 and 0.81 respectively. The researcher together with four research assistants collected data for the study. Mean and standard deviation were used to answer research questions while z-test was used to test the null hypothesis at 0.05 level of significance. The findings of the study among others revealed that there is perceived low extent of teachers' preparedness with regard to possession of requisite entrepreneurship skills even though they are committed. Based on the findings, it was recommended among others that Anambra State government should provide entrepreneurship teachers with in-service training programmes on entrepreneurial knowledge and skills and secondary school principals should sponsor entrepreneurship teachers in conferences, workshop and seminars on entrepreneurship to up-date their knowledge and skills.

Key words: Teachers' preparedness, entrepreneurial skills, development of students' entrepreneurial skills.

INTRODUCTION
Education is an important tool for national awareness, positive change and development. The soundness of a nation's economy, politics and social values mostly depends on the amount of qualitative and quantitative education she could offer to her citizens. Nigeria therefore advocates for the philosophy of education that could cater

for the needs of her citizens. One of such needs is the provision of job opportunities to the citizens through skill acquisition. Enu (2012) defined skills as those abilities of power and authority of knowledge, attitudes and facts necessary for accomplishing tasks. Thus, skills include knowledge, competencies and behaviours that enable the students to become independent. Balan (2014) also defined skills as the ability of an individual to do a **job** properly. Skill is therefore conceived here by the researcher as a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours in individual employees. Skills also indicate sufficiency of knowledge and competences that enable someone to act in a wide variety of situations and can occur in any **period** of a **person's** life or at any **stage** of his or her **career**. One of such areas students need to acquire skills is entrepreneurship. They need entrepreneurship education to enable them acquire the skills that will make them to be self reliant.

According to Ahmad, Abu Bakar and Ahmad (2018), majority of young graduates in Nigeria and Anambra State in particular are roaming the street in search of non-existing white collar jobs. Some of them have indulged in different crimes because they could not find any paid job. This worrisome condition in Nigeria and Anambra State in particular calls for the need for developing the students entrepreneurially. With entrepreneurial skills, the students, on graduation, will be job creators, employers of labour, and managers of their own ventures. This means that the problem of graduate unemployment in Nigeria and Anambra State in particular may reduce if entrepreneurial skills of the students are developed.

According to Okeke and Edikpa (2014) academic institutions were therefore encouraged by the government to design programmes that will equip students, on graduation, with skills capable of making them job creators rather than job seekers. This was the reason behind the introduction of entrepreneurship education in school curriculum. Otache (2019) defined entrepreneurship education as an integral part of general education designed to equip students with entrepreneurial skills that will make them self-reliant, self-employable, creative and innovative. Entrepreneurship according to Federal Republic of Nigeria, (FRN) (2011) is taken as core subject in the secondary school curriculum. On this note therefore, the entrepreneurial skills of students need to be developed at the secondary education which is to prepare the students for useful living in society. It develops the willingness and ability to explore and exploit investment opportunities, establish and manage a successful business enterprise.

The Federal Republic of Nigeria (FRN, 2011) stated the entrepreneurship subjects to include auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning refrigerator welding and fabrication engineering craft practice, electrical installation and maintenance work, radio, TV and

electrical work, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making, garment making, textile trade, dyeing, printing craft practice and so on.

Entrepreneurial skills refer to competences capable of steering an individual to be self-reliant, independent, innovative and productive in meeting life's challenges (Anadi, Egboka, Ezeoba and Ikwumelu, 2010). According to Ogueri (2013), the acquisition of entrepreneurial skills has the capacity to augment, inspire productivity and further income generating life endeavours among people. Entrepreneurial skills are therefore important for self-reliance and self-employment. Teachers of secondary schools in Anambra State undergo in-service training in entrepreneurship education to update the skills needed for teaching and learning entrepreneurship (Agbamu, 2011). They update and refresh their knowledge and professional skills which are imparted through the training. Agbamu added that confirmed teaching strategies do not only include the manner of presentation that the teacher employs but everything that a teacher does in the way of arranging conditions, grouping students, guiding activities, making arrangement and providing information to aid acquiring entrepreneurial skills.

Despite the laudable objectives, it appears a lot of challenges according to Olugbola (2017) face the teaching of entrepreneurship in our secondary education. Some of the problems that face teachers in developing entrepreneurial skills of students include: restructuring the curriculum to reflect entrepreneurship education objectives, infusion of life coping entrepreneurial skills into secondary school curriculum, review of secondary school textbooks to reflect the changed curriculum, facilities for teaching entrepreneurial education appear inadequate, lack of government support while the teacher-student ratio is far beyond the recommended standard. Others include Poor budgetary allocation to education, monitoring and supervision of the programme seem also inadequate.

The extent to which a teacher acquires the knowledge or skills for developing learners' entrepreneurial skills could be influenced by gender hence Ogueri (2013) observes that male teachers are more entrepreneurial oriented than females. Again, Okeke and Edikpa (2014) noted that only a few female teachers are interested in entrepreneurship studies especially the vocational aspects of the programme. He noted that males are more potential entrepreneurs than females. All these point to the fact that gender could be a significant factor in entrepreneurship education and acquisition of entrepreneurial skills

FME (2013) articulated the conditions for the successful implementation of entrepreneurship education in schools. Some of the conditions include quality and sufficient number of teachers, adequate funding and provision of learning resources, effective monitoring and effective staff training and development. Wat (2010) noted

that functional knowledge, skills and commitment are three attributes needed for teachers in the 21st century. It is important to note here that developing students' entrepreneurial skills lies with teachers. They therefore need to be prepared in order to fully develop their students entrepreneurially.

Teacher preparedness involves the adequacy in the number of teachers, training and retraining of serving teachers (Balan, 2014). According to Olugbola (2017), teacher preparedness refers to teacher's readiness for change or programme implementation. Again, Udu and Amadi (2013), defined teacher preparedness as teachers' shared resolve to pursue the course of action involved in programme implementation.

Interestingly, Haskins and Barnett (2010) identified the indices of teacher preparedness. They include possession of requisite skills and high commitment to work. Teachers need to posses requisite skills to enable them develop students entrepreneurially. They also need to be committed to teaching entrepreneurship in other to develop the students' entrepreneurship skills.

Thus, teachers at all levels of education are the bedrock of the education process. Teachers are people who had undergone approved professional training in education at appropriate levels and capable of imparting knowledge, attitudes, and skills to the learners (Ezemoyih, 2011). How far these teachers are prepared for developing the students' entrepreneurial skills are not yet ascertained.

STATEMENT OF THE PROBLEM

The objectives of entrepreneurship education include training students in the skills they need to set up for a business and manage its growth. It also aims at developing entrepreneurial drive among students and ability to identify and exploit opportunities. Despite the laudable objectives of the programme, it appears a lot of challenges face the on-going reforms in secondary education in Anambra State such as restructuring the curriculum to reflect entrepreneurship education objectives, infusion of life coping entrepreneurial skills into secondary school curriculum, review of secondary school textbooks to reflect the changed curriculum, poor infrastructural facilities., over emphasis on the theory deliver.

In addition to the above, other problems include, lack of government support, poor budgetary allocation to education, over- crowded classrooms, monitoring and supervision facilities for teaching entrepreneurial education in secondary schools in Anambra State appear inadequate, lack of seriousness on the part of the students, while the teacher-student ratio is far beyond the recommended standard. As a result, teacher does not find it easy to impact the knowledge effectively. Poor budgetary allocation to education contribute to the problems of entrepreneurship education programme in secondary schools. The result is that many unemployable graduates

are produced each year in Nigeria and Anambra State in particular. The researcher wondered whether teachers in the state posses requisite skills and as well committed to the development of students' entrepreneurial skills.

RESEARCH QUESTIONS

The two research questions guided the study:

1. To what extent do teachers possess requisite entrepreneurial skills for developing students' entrepreneurial skills?

2. To what extent are teachers committed to teaching entrepreneurship for developing students' entrepreneurial skills?

HYPOTHESES

The two hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female teachers on the extent they possess requisite entrepreneurship skills for developing students' entrepreneurial skills.
2. There is no significant difference in the mean ratings of male and female teachers on the extent they are committed to teaching entrepreneurship for developing students' entrepreneurial skills.

METHOD

The descriptive survey research design was adopted for this study.

The population of the study was 664 entrepreneurship education teachers in secondary schools in the area of study. Simple random sampling method was used to obtain 50% of the entire population which gave a sample of 333 entrepreneurship teachers which comprised 120 males and 213 females.

A researcher developed instrument titled "Teachers' Preparedness for Entrepreneurship Questionnaire (TPEQ)" was used for data collection. TPEQ contained 38 items which was divided into two parts, A and B. The two items were on teachers' possession of requisite entrepreneurship skills and teachers' commitment to develop students' entrepreneurial skills. All the items were structured on 4-point scale using Very High (VH), High (H), Low (L) and Very Low (VL) weighted 1, 2. 3 and 4 respectively. The instrument was subjected to face validity by three experts. Cronbach Alpha was used to determine the internal consistency of the instrument. This yielded reliability co-efficient of 0.83 and 0.82 for the two clusters respectively and the overall value was 0.82. Copies of the questionnaires were administered on the respondents by the researcher together with four research assistants whom the researchers trained on the modalities of administration and collection of the questionnaires. Three hundred and thirty-three (333) copies of the questionnaire were distributed and were also collected back. 100% return of the instrument was recorded.

The respondents were trained and enlightened teachers. They were instructed on what to fill and they did it well. The questionnaires they filled were error free. The data were analyzed using mean and standard deviation for answering research questions and z-test for testing the hypothesis at 0.05 level of significance.

For decision on the research questions, items with ratings that fall between 3.50-4.00 were regarded as very high. Mean scores between 2.50 -3.49 were regarded as high, mean scores between 1.50–2.49 were regarded as low while mean scores between 1.00 -1.49 were regarded as very low. In taking decisions on the null hypothesis, if z-calculated value is greater than z-critical value, the null hypothesis was thus rejected, otherwise, they were not rejected.

RESEARCH QUESTION 1:

To what extent do teachers' possess requisite entrepreneurial skills for developing students' entrepreneurial skills?

Table 1: Mean Ratings of Entrepreneurship Education Teachers' on Extent Teachers Possess Requisite Entrepreneurship Skills.

S/N	As a teacher of Entrepreneurship Rate Your Skills based on the followings:	Male (x)	SD	Exp	Female (x)	SD	Exp
1	Internet installation and web designs skills	1.63	1.02	L	1.60	1.04	L
2	Hair dressing skills	1.96	1.01	L	1.95	1.00	L
3	Auto body repair and writing skills	2.98	1.00	H	2.97	1.05	H
4	Photography skills	1.58	1.02	L	1.57	1.03	L
5	Welding skills	1.54	1.04	L	1.53	1.05	L
6	Shoe making skills	1.60	1.01	L	1.62	1.00	L
7	Copying and duplicating skills	1.42	1.00	VL	1.41	1.02	VL
8	Typewriting and keyboarding skills	1.70	1.05	L	1.72	1.05	L
9	Textiles and clothing skills	1.50	1.05	L	1.52	1.04	L
10	Food nutrition and confectionery skills	1.55	1.02	L	1.56	1.01	L
11	Fishery and livestock production skills	1.47	1.00	VL	1.48	1.02	VL
12	Auto body spray skills	3.02	1.04	H	3.03	1.05	H
13	Computer installation and maintenance skills	1.96	1.03	L	1.95	1.02	L
14	Data processing skills	1.98	1.00	L	1.97	1.02	L
15	Electronic installation skills	1.39	1.02	VL	1.38	1.04	VL
16	Radio and television mechanic skills	1.47	1.02	VL	1.48	1.03	VL

17	Carpentry and journey skills	2.19	1.05	L	2.20	1.01	L
18	Furniture making and upholstery skills	2.41	1.02	L	2.42	1.01	L
19	Brick laying and concrete work skills	2.02	1.00	L	2.03	1.02	L
20	House painting and decorating skills	1.50	2.01	L	1.51	2.12	L
21	Plumbing and pipe-fitting skills	1.33	2.11	VL	1.34	2.14	VL
22	Laundering, dyeing and bleaching skills	2.23	1.00	L	2.21	1.04	L
23	Soap and car wash making skills	1.92	1.05	L	1.91	1.06	L
24	Bid and hart making skills	2.51	1.00	H	2.52	1.05	H
	Mean of means	**1.87**	**1.51**	**Low**	**1.86**	**0.52**	**Low**

Key: Exp = Extent of Possession.

Table 1 indicates that items 3, 12 and 24 were rated above 2.50 by both male and female respondents. This indicates that there is high extent of teachers' possession of requisite entrepreneurship skills for developing students' entrepreneurial skills. The remaining 21 items have means below 2.50 shows that there is low extent of teachers' possession of requisite entrepreneurship skills. The mean of means of 1.87 and 1.86 for male and female respondents respectively also indicates that there is low extent of teachers' possession of requisite entrepreneurship skills. The standard deviations of the items as rated by both groups ranged between 1.00 and 2.14 indicating the similarities in their ratings.

Research Question 2:
To what extent are teachers' committed to teaching entrepreneurship for developing students' entrepreneurial skills?

Table 2: Mean Ratings of Entrepreneurship Education Teachers on Extent Teachers are Committed to develop students Entrepreneurial skills.

S/N	As a teacher of Entrepreneurship, Rate Your Skills based on the followings:	Male (x)	SD	Exp	Female (x)	SD	Exp
25	Regularity to entrepreneurial lessons	3.32	1.04	H	3.30	1.03	H
26	Punctuality to entrepreneurial lessons	3.05	1.000	H	3.06	1.01	H
27	Consciousness of time for entrepreneurial studies	3.28	1.00	H	3.29	1.09	H

28	Sacrificing leisure for entrepreneurial activities	3.54	1.02	VH	3.53	1.01	VH
29	Monitoring students' commitment to entrepreneurial studies	2.80	1.04	H	2.81	1.03	H
30	Showing concern to students' entrepreneurial development	3.10	1.00	H	3.11	1.05	H
31	Partaking in entrepreneurial extracurricular activities	2.93	1.01	H	2.92	1.01	H
32	Showing affection and good relationship to students during entrepreneurial lessons	3.45	1.04	H	3.46	1.02	H
33	Writing entrepreneurial lesson notes	3.41	1.00	H	3.42	1.04	H
34	Keeping students busy with assignments on entrepreneurship	3.31	1.01	H	3.32	1.05	H
35	Coverage of entrepreneurial scheme of work for each term	3.65	1.02	VH	3.66	1.06	VH
36	Promotion of entrepreneurship studies in the school	2.71	1.00	H	2.70	1.01	H
37	Enhancing entrepreneurial studies in class through individualized instructions	3.12	1.01	H	3.14	1.07	H
38	Guiding students to see business opportunities during entrepreneurship classes.	2.75	1.02	H	2.76	1.08	H
	Mean of Means	**3.17**	**0.91**	**H**	**3.19**	**0.22**	**H**

In Table 2, all the items as rated by both male and female respondents had means above 2.50 indicating that there is high extent of teachers' preparedness with regard to commitment to work. The mean of means for the entire items was 3.17 which further illustrates that there is high extent of teachers' preparedness with regard to commitment to work. Like the mean ratings, the standard deviations clustered at the same side. They ranged between 1.00 to 1.08 indicating the similarities in their responses.

Testing N**ull Hypotheses**

Hypothesis 1:

There is no significant difference in the mean ratings of male and female teachers on the extent they possess requisite entrepreneurship skills for developing students' entrepreneurial skills.

Table 3: z-test of Mean Ratings of Male and Female Teachers on their Possession of Requisite Entrepreneurship Skills

Teachers	X	Sd	N	z-cal	Df	z-crit	Decision
Male	0.93	1.51	120	2.04	331	1.96	Reject Ho2
Female	1.32	0.52	213				

Data in Table 3 showed that the z-calculated value of 2.04 is greater than the z-critical value of 1.96 at 0.05 level of significance. The null hypothesis is therefore rejected. This suggests that there is significant difference in the mean ratings of male and female teachers on the extent they possess requisite entrepreneurship skills.

Hypothesis 2:
There is no significant difference in the mean ratings of male and female teachers on the extent they are committed to teaching entrepreneurship for developing students' entrepreneurial skills.

Table 4: z-test of Mean Ratings of Male and Female Teachers on their Commitment to Teaching Entrepreneurship

Teachers	X	Sd	N	z-cal	Df.	z-crit	Decision
Male	1.51	0.91	120	4.04	331	1.96	Reject Ho3
Female	2.12	0.22	213				

Data presented in Table 4 show that the z-calculated value of 4.04 is greater than z-critical value of 1.96 at 0.05 level of significance. This suggests that the null hypothesis was rejected. From the data presented, it shows that there is significant difference in the mean ratings of male and female teachers on the extents they are committed to teaching entrepreneurship for developing students' entrepreneurial skills.

DISCUSSIONS

The data analysis for research question one indicated that there is perceived low extent of teachers' preparedness with regard to possession of requisite entrepreneurship skills for developing the students' entrepreneurial skills. Thus, the teachers are not fully prepared for the implementation of entrepreneurship education. The findings of the study were in agreement with Haskins and Barnett (2010) who identified the indices that teachers need to posses requisite skills to enable them develop students entrepreneurially. The findings of this study revealed some of the challenges associated with educational entrepreneurship implementation in the country. So many educational programmes have been introduced in the country. The 6-3-3-4 system and

introductory technology are good examples. These programmes failed because they were not properly implemented.

Part of the factors that led to their failures was lack of preparedness on the side of teachers. Preparedness in this sense focuses on teacher quality and quantity. There should be sufficient number of teachers who are well qualified if any educational programme is to be fully implemented. Where the teachers lack the basic skills needed for teaching the course, the entrepreneurship education may go the same way with other ones before it. The findings of the study were also in agreement with Balan (2014) who noted that teacher preparedness involves the adequacy in the number of teachers, training and retraining of serving teachers. This therefore calls for recruitment of qualified teachers and re-training of those already employed if the entrepreneurship education is to achieve the desired results. It was also found out that there is significant difference in the mean ratings of male and female teachers on the extent they possess requisite entrepreneurship skills.

Data analysis for research question two revealed that there was perceived high extent of teachers' preparedness with regard to commitment to developing students' entrepreneurial skills. Again, data analysis for null hypothesis two revealed that there is significant difference in the mean ratings of male and female teachers on the extent they are committed to developing students' entrepreneurial skills.

Research question one revealed low extent of entrepreneurship skills for developing students' entrepreneurial skills in Anambra State. However, research question two revealed perceived high extent of the teachers' commitment for developing the students' entrepreneurial skills. The condition of the teachers in the state can be described using the biblical adage that the spirit is willing but the body is weak. It is not enough to be committed or enthusiastic to teaching. The possession of relevant knowledge and skills differentiates effective teachers from ineffective ones. In a situation where teachers are committed to teaching but lack the prerequisite teaching knowledge and skills, their commitment alone is useless. Teachers' commitment needs to go together with possession of relevant and skills for effective implementation of any programme in the school. According to Wat (2010) functional knowledge, skills and commitment are three attributes needed of teachers in the 21st century. Accordingly, the researcher is of the view that those attributes are relevant in the implementation of entrepreneurship education in Anambra State.

CONCLUSION

Based on the interpretation of findings on the data collected and analyzed, and discussions of results, it is concluded that teachers' in public secondary schools in Anambra State possess low requisite entrepreneurship skills for developing students'

entrepreneurial skills. On the contrary, these teachers' were discovered to possess a high level of commitment to their work for developing students' entrepreneurial skills.

RECOMMENDATIONS

Based on the findings of the study and the discussion that followed, the following recommendations were made:

1. Anambra State government should provide entrepreneurship teachers with in-service training programmes on entrepreneurial knowledge and skills.
2. Secondary school principals should sponsor entrepreneurship teachers in their schools to conferences, workshop and seminars on entrepreneurship to up-date their knowledge and skills.
3. Entrepreneurship teachers should endeavour to attend conferences, workshops and seminars on entrepreneurship to improve their knowledge and skills.

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