



ISSN 2278 – 0211 (Online)

## Adequacy of Learning Facilities for Implementing Entrapreneurship Education Programme in Secondary Schools in Anambra State

**Dr. I. N. Nwankwo**

Lecturer, Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

**Dr. V. N. Nwogbo**

Lecturer, Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

**Dr. P. N. Okorji**

Lecturer, Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

**Dr. P. Egboka**

Lecturer, Department of Educational Management and Policy,  
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

### **Abstract:**

*One major problem that faces Nigeria as a nation is unemployment and one of the efforts made to solve the problem was the introduction of entrepreneurship education programme. The purpose of this study is to ascertain the adequacy of learning facilities for implementing entrepreneurship education programme in secondary schools. It was a descriptive survey carried out in Anambra State of Nigeria. One research question and one hypothesis guided the study. The population of the study comprised all the 3,286 teachers and 252 principals in all the public secondary schools in the State. The sample for the study was 585. Stratified sampling technique was used in the sample selection. A researcher-developed instrument was used in data collection. The instrument was validated by three experts. The instrument is a checklist and required no reliability test since each facility on the list is specific in purpose and its presence on the list needs not depend on any reliability. The researcher together with six (6) research assistants administered the instrument. Simple percentage was used to answer the research question while chi-square statistic at 0.05 level of confidence was used in testing the hypothesis. Findings of the study indicated that learning facilities for implementing the entrepreneurship education programme in the State are inadequate. It was therefore recommended that communities where the school is situated should help in providing needed facilities for the teaching of entrepreneurship education through community based programmes.*

**Keywords:** Adequacy, facilities, implementation, and entrepreneurship

### **1. Introduction**

The rate of unemployment among school leavers in Nigeria is alarming despite the goals of education and the numerous academic institutions in the country. The efforts at solving the unemployment problems in the country culminated in the renewed interest of the government in self-reliance. 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 (FRN, 2004).

Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (Okeke, 2009). It goes beyond business creation to include the increasing students' ability to anticipate and respond to societal changes. Nwankwo, Nwachukwu and Alia (2010) define entrepreneurship education as an integral part of general education designed to equip students with entrepreneurial skills that will make them self-reliant, self-employed, creative and innovative. Thus, entrepreneurship education enables a person to develop the willingness and ability to explore and exploit investment, opportunities, establish and manage a successful business enterprise. The primary objective of entrepreneurship education is to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Skill acquisition is therefore imperative in entrepreneurship education. The Nigerian government therefore introduced

entrepreneurship education in the curriculum of secondary school level as a functional education to enable the students to be functional members of the society.

In 2000, entrepreneurship education was given the needed attention (Emetarom, 2004). It has to be functional in order to achieve its purpose. Functional education cannot be achieved without availability, adequacy and utilisation of the facilities. This is because facilities constitute a very important resource in the attainment of entrepreneurship education. Mgbodile (2004) averred that the quality and quantity of facilities available and utilized in the school, influence the level of interaction that exist between teachers and students. Olisa (2006) had maintained that if facilities are adequate in correspondence to student ratio, students' achievement in self-esteem and participation will be highly facilitated.

The efficiency and excellence of interaction provided for students through adequate provisions of facilities will enable them achieve lasting educational goals. Okwuanaso and Nwazor (2000) affirmed that since facilities have been noticed to do with quality, the availability and provision of resources in the right number will facilitate effective teaching and learning in schools. Educators should therefore be interested in the availability, adequacy and utilisation of facilities. The Nigerian government, no doubt, has been making frantic efforts in bridging the gap between employment and unemployment figures and this has led to introduction of entrepreneurship education in the curriculum of schools, which secondary school level is one. The puzzle on this regard is that, although the cost of maintaining this programme has continued to increase, the demand for the quality of this educational programme has been on the increase.

It is believed by some scholars (Mgbodile, 2004 and Igu, 2012) that government has adequately provided facilities for the implementation of entrepreneurship education and that teachers are efficiently utilizing the facilities. However, there is the assumption that the teaching and learning of this educational programme is theoretically based, as available facilities are grossly inadequate and underutilized. There is the need therefore to provide empirical answer to this question: are learning facilities adequate for implementing entrepreneurship education programme in secondary schools in Anambra State?

## 2. Statement of the Problem

Facility provision has been identified as one of the factors that facilitate students' attainment of cognitive, affective and psychomotor domains of educational objectives. There have been complaints by parents and other well-meaning Nigerians that the standard of education is on the decline and that teachers are no longer efficient in the discharge of their duties. It should be noted here that the efforts of the teachers may be meaningless in upgrading the standard of education if facilities are not adequate. Doubts have been raised over the adequacy learning facilities for the attainment of entrepreneurship education in secondary schools in Anambra State. The problem of the study therefore is as certain the adequacy of learning facilities for implementing entrepreneurship education programme in secondary schools in Anambra State.

## 3. Purpose of the Study

The main purpose of this study is to ascertain the adequacy of learning facilities for implementing entrepreneurship education programme in secondary schools. Specifically the study sought:

1. The adequacy of the available learning facilities for implementing entrepreneurship education programme in secondary schools in Anambra State.
2. Whether adequacy of learning facilities for implementing entrepreneurship education programme in secondary schools in Anambra State is based on location.

## 4. Research Question

One research question guided the study:

1. What learning facilities are adequate for the teaching of entrepreneurship education programme in secondary schools in Anambra State?

## 5. Hypothesis

One null hypothesis was tested at 0.05 level of significance.

1. The adequacy of learning facilities for implementing entrepreneurship education programmes in secondary schools is not significantly dependent on location.

## 6. Methodology

This study was carried out in Anambra State and the descriptive survey research design was adopted. One research question and one hypothesis guided the study. The population of the study comprised all the 3,286 teachers and 252 principals in all the public secondary schools in the State. The sample for the study was 585. It was made up of 495 teachers and 90 principals, representing 15% each of teachers and principals in public secondary schools in the State. Stratified sampling technique was used to draw sample to represent teachers and principals in the sample.

A researcher-developed instrument titled Checklist for Adequacy of Learning Facilities (CALF) was used in data collection. The instrument was validated by three experts, one in Measurement and Evaluation and two from Vocational Education, all in Nnamdi Azikiwe University, Awka. The instrument is a checklist and required no reliability test since each facility on the list is specific in purpose and its presence on the list needs not depend on any reliability.

The researchers employed the services of six (6) research assistants, one for each zone. The assistants were trained by the researcher on the mode of administration and collection of the instrument while the researcher remained the overall supervisor. Five hundred and fifty two copies of the instrument were distributed and collected for analysis. Simple percentage was used to answer the research question while chi-square statistic at 0.05 level of confidence was used in testing the hypothesis.

## 7. Results

	Adequacy of Physical Facilities		Adequacy of Furniture/Equipment		Adequacy of Facilities in General	
	Yes	No	Yes	No	Yes	No
Number	8	16	1	23	9	39
Percentage	33.3	66.7	4.2	95.8	18.8	81.2

Table 1: Summary data on adequacy of learning facilities for implementing entrepreneurship education programme

Table 1 is a summary of data collected for the research question. It shows that 8(33.3%) items of the physical facilities had percentage value of 50% which showed adequacy while 16(66.7%) items has percentage value less than 50%, implying that they are not adequate. Similarly, 1(4.2%) of the furniture/equipment has percentage value above 50% which showed adequacy while 23(95.8%) items have percentage values less than 50%, implying that they are not adequate. In general, 9(18.8%) items have percentage above 50% which means that they are adequate whereas 39(81.2%) are with percentage less than 50%, which implies that they are not adequate.

**HO<sub>1</sub>:** The adequacy of learning facilities for implementing entrepreneurship education programmes in secondary schools in Anambra State is not significantly dependent on location.

VARIABLE	Adequate	NOT adequate	TOTAL
Urban	20546(205572.90)	16342(16347.0)	36888
Rural	11342 (11350.13)	10681 (10686.10)	22023
<b>Total</b>	<b>31888</b>	<b>27023</b>	<b>58911</b>

Table 2: Adequacy of Learning Facilities Based On Location.

$$X^2_{\text{Cal}} = 4.913$$

$$DF = 1$$

$$X^2_{\text{Crit}} = 3.841$$

$X^2_{\text{Cal}} > X^2_{\text{Crit}}$ , hence HO<sub>1</sub> is rejected, indicating that the adequacy of learning facilities for implementing the entrepreneurship education programme is significantly depended on location.

## 8. Discussion of Findings

Table 2 revealed that out of 48 items only 9 items are adequate. These items are Agric laboratory, classrooms, Library, Agric garden, foot-ball field, Biology laboratory, Chemistry laboratory, tables and volley ball pitch. The finding is in line with the report of Arikewuyo (2001) who noted that many secondary schools in Nigeria can hardly boast of adequate learning facilities. Adeogun and Osifila (2008) highlighted that such in-adequacy is a great omission in facilitating teaching and learning because staff morale will be dampened while students' interest will be low.

A cursory assessment of the implication of the above to the implementation of entrepreneurship education shows that the actualization of the aims and objectives of the programme will be a mirage. This is because in-adequacy of learning facilities in the teaching and learning of entrepreneurship education will hinder students' exposure to practical training. According to Adebayo and Oladele (2012) adequacy of learning facilities has a correlation between entrepreneurship education quality and students' achievement of skills, competences, knowledge and attitudes.

Null hypothesis which stated that adequacy of learning facilities for implementing entrepreneurship education programme is not significantly dependent on location was also rejected, meaning that adequacy of learning materials is not a function of location. This does not concur with the assertion of Mgbodile (2004) which maintained that the magnitude of adequacy of learning facilities are more in urban secondary schools when compared with those in rural secondary schools in Nigeria. This finding is surprising because there are factors that ordinarily would inhibit adequacy of learning materials in rural schools. Such factors are accessibility due to bad road, lack of space caused by inadequate building, distance among others. However, it can be argued that the population of students in the Urban Schools is often on the high side when compared with Schools in rural area. This would no doubt put greater stress on the available facilities, resulting to inadequacy.

## 9. Conclusion

Entrepreneurship education programme was introduced in the curriculum of Nigerian education system with the intended aim of ameliorating the problem of unemployment through equipping students with the skills and competences that will enable them to be self-employed and employers of labour, increase human capital development through training, boost the economy of the nations through wealth creation. This laudable programme is being undermined by factors such as non-availability, non-adequacy and non-utilization of learning facilities in secondary schools in Anambra State. These mentioned factors if not checked will hinder the attainment of the goals and objectives of entrepreneurship education, making it go like other programmes (e.g. introductory technology) in Nigeria.

## 10. Recommendations

This study, therefore recommended that

1. The community where the school is situated should help in providing needed facilities for the teaching of entrepreneurship education through community based programmes.
2. The school authority should organize programmes that will help them reach prominent men and women of the community where the school is located.
3. The school authority should help in providing learning facilities that is within their reach.
4. Teachers should improvise teaching and learning facilities.
5. Students on their own side should be encouraged to provide.
6. Teacher should endeavour to utilize the facilities provided.

## 11. References

- i. Adebayo, S.S. & Oladele, O.A. (2012). Challenges of entrepreneurship curriculum for skill acquisition at secondary school level. *Nigeria Journal of Curriculum Studies (CON)*. 19(4) 33-39
- ii. Adeogun, A.A. & Osifila, G.I (2008). Adequacy of educational resources for quality assurance in public colleges of education in Lagos State. Retrieved on 19<sup>th</sup> August, 2004 from [Herp.net.org...w.../chapter % 203, pdf](http://Herp.net.org...w.../chapter%203.pdf).
- iii. Arikewoye, M.O. (2001). The place of classroom management in teaching. In S.N. Agwu (ed). *Teaching in Nigeria a dynamic approach*. Enugu: Ceston Nig. Ltd.
- iv. Emetarom, U.G. (2003). Provision and management of facilities in primary schools in Nigeria: implications for policy formulation. A paper presented at the annual national congress of Nigerian Educational Administration and Planning (NEAP). University of Ibadan, October, 28<sup>th</sup> – 31<sup>st</sup>.
- v. Federal Republic of Nigeria (2004). *National policy on education (4th Ed)* Lagos: NERDC Press.
- vi. Igu, N.C.N. (2012). Availability, utilization and maintenance of instructional materials for the effective teaching of social studies in secondary schools in Afikpo education zone of Ebonyi State. Unpublished M.Ed. dissertation, Faculty of Education, Abia State University.
- vii. Mgbodile, T.O. (2004). *Fundamentals in educational administration and planning*. Enugu : Maget Business Enterprises.
- viii. Nwankwo, I.N., Nwachukwu, E.A. & Alia, C.O. (2010). The Teacher Factor in Entrepreneurial Education in Nigerian Schools. *UNIZIK Orient Journal of Education*. 5(2).66.
- ix. Okeke, O.O. (2009). Students perception of the impact of teachers classroom communication their motivation. A study of secondary school students in Okigiwe educational zone Imo state. *The educational psychologist* 2 (2) 200-207
- x. Okwuanaso, S.O & Nwazor J. C. (2000) *Instructional strategies in business education*. Awka: Ikenga Publishers.
- xi. Olisa, F.O. (2006). *Private/public sector management of Education in Anambra State: Matters arising*. Unpublished term paper. Delta State University, Abraka.