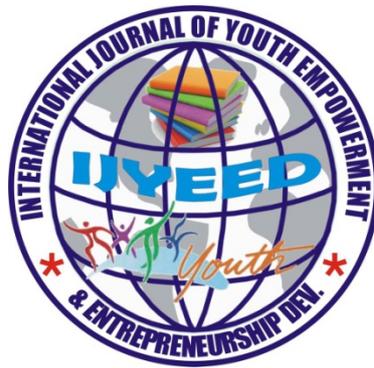


INTERNATIONAL JOURNAL
OF YOUTH EMPOWERMENT
AND ENTREPRENEURSHIP DEVELOPMENT



VOLUME II, ISSUE I, 2020

COPYRIGHT © LIFYEAD EDUCATIONAL CONSULT

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publishers. Also, where part of this journal is adopted, credit must be given to the author(s) and original source and the sense of the original source must be distorted.

VOLUME II, ISSUE 1, August, 2020

<http://www.ijyedjournal.org>

PUBLISHED BY:

LIFYEAD EDUCATIONAL CONSULT

EDITORIAL BOARD

EDITOR-IN-CHIEF

Prof. Victoria Chikodi Onu - University of Nigeria Nsukka, Enugu State

MANAGING EDITOR

Nweke Prince Onyemaechi

Volunteer Coordinator, Youth Friendly Resource Centre, University of Nigeria
Research Fellow, Institute of Education, University of Nigeria, Nsukka

EDITORS

Dr. Nwabueze, Akachukwu Ignatius - University of Nigeria Nsukka

Dr. Yogesh Bajpai - Mekelle University, Ethiopia

Dr. Derek Rutherford - Institute of Alcohol Studies, United Kingdom

Dr. Orji Kenneth N. - Alvan Ikoku College of Education, Imo State, Nigeria

Dr. Audu Ameh - Kogi State University, Anyigba

Dr. Okemakinde Timothy - University of Ibadan, Oyo State

Dr. Nwankwo Benedict C. - Ebonyi State University, Abakaliki, Nigeria

Dr. Oyeoku Eke Kalu - University of Nigeria Nsukka, Enugu State

Dr. Oginyi, Ronald C.N. - Ebonyi State University, Abakaliki, Nigeria

Dr. Charity Ezinne Maxwell - Kogi State University, Anyigba

Dr. Nwakaire O.N. - University of Nigeria, Nsukka, Enugu State

Dr. Ezurike, Chukwuemeka Alexander - University of Nigeria, Nsukka

Dr. Amaeze Fidelis Eze - University of Nigeria, Nsukka

CONSULTING EDITORS

Prof. Beda Mutagahywa - University of Dares, Tanzania

Prof. Ocheni Ikani Stephen – Kogi State University, Anyigba

Prof. Elsie Chizua Umeano - University of Nigeria, Nsukka

Prof. R. Krishnaveni - PSG College of Technology, Tamilnadu, Thailand

Prof. Kay, C. N. Onyechi - University of Nigeria Nsukka

Prof. B.C. Nwankwo - Nnamdi Azikiwe University, Awka

Prof. P.N.C. Ngwu - University of Nigeria, Nsukka

Prof. P. Nwangwu - University of Nigeria, Nsukka

Engr. Egoigwe Sochima Vincent - University of Nigeria, Nsukka

WEB CONTENT MANAGERS

Justice Imo Kalu, University of Nigeria, Nsukka

Daniel Okpe Nwachege, University of Nigeria, Nsukka

TABLE OF CONTENTS

Title Page	-	-	-	-	-	-	-	-	i
About IJYEED-Journal	-	-	-	-	-	-	-	-	
Editorial Board	-	-	-	-	-	-	-	-	
Note to Contributors	-	-	-	-	-	-	-	-	
Table of Contents	-	-	-	-	-	-	-	-	
Perceived impact of teacher characteristics on teacher's job effectiveness for enhanced productivity in secondary schools in Abia state									
Emma-Ogola, Akpobomere Margaret; *Madu, Chioma Vivian & Nwabueze, Akachukwu Ignatius-	-	-	-	-	-	-	-	-	116 -133
DOI: 10.13140/ijyeed.08.2020.116.133									
Electoral violence in Nigeria: The role of education									
Isiaku, Wada Bashir; *Obatta, Mercy Ijeoma & Nweke, Prince Onyeamechi									134-146
DOI: 10.13140/ijyeed.08.2020.134.146									
Entrepreneurship for self employment in the face of unemployment and white collar job among Nigerian graduates									
Efido, Blessed Samuel Okechukwu & Ogbu, Charity Ijeoma									147-158
DOI: 10.13140/ijyeed.08.2020.147.158									
Entrepreneurship education as a panacea for job creation and sustainable national development in Nigeria									
Ugbor, Cletus Chibuike; Ezeaku Felicia Ngozi; *Ozioko Agatha Nkechi & Isife Raphael Lebechukwu									159-175
DOI: 10.13140/ijyeed.08.2020.159.175									
Educational resource control and university autonomy in South-South, Nigeria									
Nwabueze, Akachukwu I.; Omeke, Faith Chinwe & Obioma, Emmanuel A.									176-182
DOI: 10.13140/ijyeed.08.2020.176.182									
Ensuring justice in feminism: Feminist movement and its realizations									
Ezeh, Christabel Chidimma									190-199
DOI: 10.13140/ijyeed.08.2020.190.199									
Entrepreneurship skills development in business education for sustainability in Nigeria tertiary institutions									

- Honesta C. Anorue & Maureen A. Madu**
DOI: 10.13140/ijyeed.08.2020.200-217 **200-217**
Impact of non-formal education strategies on the empowerment of rural women in Taraba State, Nigeria
- Yusuf, Linus, *Eze, Georgina Chinagorom & Nwabueze, Chiaodili**
DOI: 10.13140/ijyeed.08.2020.218.229 **218-229**
Soaps and detergents teaching methods in secondary school chemistry: Implication for skill acquisition for youth empowerment
- Onah, Anthonia Ebere; *Dave-Ugwu, Priscilla Okwuchukwu & Chukwunwogor, Eunice Odugo**
DOI: 10.13140/ijyeed.08.2020.230.239 **230-239**
Effect of poverty on academic performance of female senior secondary school students in Shongom Local Government Area, Gombe State, Nigeria
- Samuel Alfayo Boh & *Nweke Prince Onyemaechi**
DOI: 10.13140/ijyeed.08.2020.240.250 **240-250**
Effect of scaffolding strategy on creative writing ability of in-school adolescents with dysgraphia
- Obatta, Mercy Ijeoma; Adama, Grace C. & Onu, Victoria Chikodi**
DOI: 10.13140/ijyeed.08.2020.251.262 **251-262**
Influence of parental attachment on students academic achievement in secondary schools in Kaduna State, Nigeria
- Grace Ego Obi; Egwu Gloria Nnneka & *Ugwoke Kingsley Chukwudike**
DOI: 10.13140/ijyeed.08.2020.263.272 **263-272**
Knowledge and awareness of basic provisions of child right act among secondary school students in Enugu State, Nigeria: Implications for social work practice
- Louisa Uche Nwatu; Malachy Okechukwu Ebue; *Henry Tochukwu Ajibo & Casmir Obinna Odo**
DOI: 10.13140/ijyeed.08.2020.273.286 **273-286**
Comparative analysis of private and public teachers' knowledge and attitude on entrepreneurship education for sustainable development in post-basic education in Imo State, Nigeria
- Chukwuemeka Joseph Chukwu; *Evelyn Ijeoma Ezepue & Ukamaka Felicia Iremeka**
DOI: 10.13140/ijyeed.08.2020.287.305 **287-305**

ISSN: 2449-0342 | All Rights Reserved

Volume 2 | Issues 1 | 2020

DOI: 10.13140/ijyeed.08.2020.287.305

Copyright © LIFEYEAD Education | Research Article

COMPARATIVE ANALYSIS OF PRIVATE AND PUBLIC TEACHERS' KNOWLEDGE AND ATTITUDE ON ENTREPRENEURSHIP EDUCATION FOR SUSTAINABLE DEVELOPMENT IN POST-BASIC EDUCATION IN IMO STATE, NIGERIA

Chukwuemeka Joseph Chukwu; * Evelyn Ijeoma Ezepue & Ukamaka Felicia Iremeka

Department of Educational Foundations, Faculty of Education,
University of Nigeria Nsukka

Corresponding Author: Evelyn Ijeoma Ezepue, Department of Educational Foundations, Faculty of Education, University of Nigeria Nsukka

Received: July 20, 2020 Revised: August 11, 2020 Published: August 30, 2020

Abstract

The study examined comparative analysis of private and public teachers' knowledge and attitude on entrepreneurship education for sustainable development in post-basic education in Imo State, Nigeria. Three research questions and three null hypotheses were formulated and tested to guide the study. The study adopted a descriptive survey design. The population of the study consisted of 15,076 teachers in the public and private secondary schools in Imo State, Nigeria. The sample size for the study was 1508 teachers which constitute 10% of the population. Proportionate stratified sampling was used to select 664 public secondary school teachers and 844 private secondary school teachers 6 educational zones in Imo State, Nigeria. The instrument for data collection was structured question title: Private and Public Teachers' Knowledge and Attitude on Entrepreneurship Education for Sustainable Development Questionnaire (PPTKAEESDQ) developed by the researchers. The questionnaire was validated by three experts, one from the Department of Educational Foundations (Administration and Planning Unit), one from Faculty of Vocational Technical Education, and one from the Department of Science Education (Measurement and Evaluation), all from the University of Nigeria, Nsukka. The instrument was tested using Cronbach Alpha Techniques which yielded an index of 0.80, indicating that the instrument is reliable. Mean and Standard Deviations were used to answer the research questions and t-test was used to test the null hypotheses. The findings of the study revealed that teacher's attitudes on entrepreneurship education in post-basic education programme in Imo State are below expectation. The findings of the study revealed positive teacher's attitudes

on entrepreneurship education enhance sustainable post-basic education programme in post-basic education in Imo State, Nigeria.

Keywords: Teachers' attitude, Entrepreneurship education, Post-basic education, Sustainable Development.

Introduction

The term "entrepreneur" is a French word which means a person who undertakes to function as a supplier and encourages a consumer interpreted in English to mean a contractor, always seeing and seizing opportunities to engage in providing the financial environment to promote production, supply or consumption of goods and services. The concept entrepreneurship education, amongst other definitions, can be seen as that education given to enhance the total development of individual, with necessary attitude, knowledge and skills, arts of solving problems, and the art of self-reliance. Entrepreneurship in this context essentially is seen as an investment for redirection, re-evaluation, inhibiting of new core value, norms and standards that would align with the requirements of the global practice (Akpale, 2009). Entrepreneurship education is a special training given to students of vocational and technical education to acquire skills, ideas and managerial abilities for self-employment. It is the process of creating something different with value by devoting the necessary time and assuming the accompanying financial psychic and social risks and receiving the resulting rewards (Asuquo, 2007).

From the foregoing, an entrepreneur is a person of a very high aptitude who pioneers change, possessing characteristics found in only very small fraction of the population. It could mean anyone who wants to work for him/herself (QickMBA, 2010). In a similar vein, Ahmed (2008) described an entrepreneur as one who assumes the responsibility and the risk for a business operation with expectation of making profit. The entrepreneur generally decides on the product, acquires the facility and brings together the labour force, capital and production materials. There are many definitions of the concept entrepreneur, as explained by Di-masi 2010, Reiss 2010, Pinson 2010 and Murphy 2010. For instance, Di-masi (2010) sees entrepreneur as the person who perceive the market opportunity and then has the motivation, drive and ability to mobilise resources to meet it. Reiss (2010) views the entrepreneur as the person who recognise and pursues business opportunities with the confidence that he/she will succeed in that area of business. Also, Pinson (2010) sees the entrepreneur as an individual who starts a business to follow a vision, to make money, to be master of his or her own and a risk taker.

By and large, education, all through the ages and in different countries including Nigeria, has been used as an instrument for national and individual

development. To initiate creativity and innovativeness into the students studying vocational skills; to equip them with the ability to be able to manage small and medium scale size business; to develop in students positive attitude towards business entrepreneurship; to be able to seek the higher type of the business information. Hence an individual given entrepreneurship education is called “an Entrepreneur”. An entrepreneur in this context is the originator or creator of a profit seeking or economic organisation established for the purpose of providing goods and services for the consumption of the society in which such organisation is located, (Akpale, 2010). Lukman and Oviawe (2010) describe entrepreneurship education as a collection of formalised teaching that informs; trains and educates anyone interested in business creations or small business development. People are trained to acquire entrepreneurship skills so that they can start a business venture that will help sustain their lives. Udofia and Nneji (2010) also agree that entrepreneurship education offers a lifelong training to an individual who will learn a certain skill that would help him start a business. Entrepreneurship education is the systematic process of training and individual to acquire necessary skills that will enable him start a business and successfully run a business.

In consonance with the foregoing, these skills can be acquired through skill based subjects such as agricultural science, home economics, fine and applied arts, introductory technology, food and nutrition, music, computer science, technical drawing. In support of the foregoing, Chukwu (2016) observed that Nigerian graduates could only be employed and marketable if they acquire relevant skills and knowledge for successful establishment in occupation and gainful employment. Arising from the ongoing, development is a change towards patterns of human values that allow a society greater control over its political destiny and that, which enable the individuals increase control over themselves. It is a process, it is characterised by increased productivity. For Babalola (2013), development is concerned with the transformation of the individuals, households, communities, private as well as public institutions through building of human capacities to ensure that available resources are properly managed and directed towards societal and ecological improvement. Development implies change and describes the process of economic, political and social transformation which countries with this process quite often following a well-ordered sequence and exhibits common characteristics across countries.

Sustainable development, according to the National Planning Commission and United Nations Development Programme cited in Chukwu (2016), could be regarded as a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potentials to meet human needs and aspirations. In this respect, satisfying human

aspirations and needs is the major objective of development while sustainable development is development which meets the needs of the present generation without compromising the ability of future generations to meet their own needs, (World Bank, 2003). Babalola (2013) state that sustainable development connotes the ability to keep going and keep up the progress made in the social, economic and ecological segments of the society without making the future generation worse off. For Boubbotions (2004) sustainable development to be sustainable, it should balance the interest of different groups of people, within the same generation and among generation, and do so simultaneously in the economic, social and the environmental dimensions of like. Sustainable human development, which forms an integral part of sustainable national development is a process of change, stresses the importance of participation as a means to sustain the development process and to ensure a more equitable distribution of beneficiaries created by development initiatives. The NPC and UNDP cited in Chukwu (2016) posit that the main focus of sustainable human development is utilization of national resources both physical and human to meet the country's needs; achieve sustainable livelihood systems in a given community; eliminate poverty; maintain the physical and human environment for the present as well as succeeding generations of members of the community and achieve global inclusion by ensuring the mobilization of the participation of all members of the community in the development process as well as equitable distribution of benefits produced.

There is no denying the fact that development in Nigeria has become something of a pyrrhic victory in which one thinks positive changes have occurred and yet know very well that poverty have taken a heavy toll on the people. Based on the fact that poverty is on the rise in Nigeria as depicted by current socio-economic trends, there is no doubt that there is still a lot to be achieved in the education of Nigerian youth. In line with this, entrepreneurship education was prioritized to take care of identified areas of weakness in the country. It is pertinent to note that in the manpower and employment priority area, emphasis for the sector focused on reduction of the level of unemployment and entrepreneurship in agriculture, cottage industries and utilities. On the other hand, in the education and training priority area, education programmes were to be geared with special attention to revamping and revitalizing educational and training institutions that will be in line with the human resource needs of the country. This perhaps explains the present deliberate attempt to include entrepreneurship education in the Nigerian educational curriculum ostensibly to beef up sustainable national development. Entrepreneurship is a must for any nation who wants to eradicate poverty and make her citizens self reliant. Nigerian tertiary institutions graduate many students every year. However, judging by the

figures given by the Education Ministry over 60% of these graduates are not able to get work to do immediately. For Nigeria to achieve the vision lifelong and sustainable development there is need to have an increasing globalise education in the area of entrepreneurship education in post-basic education collectively. It is necessary to provide basic education that motivates students to study and training to give them to acquire the skills need by the labour market. Entrepreneurship is necessary ingredient in promoting economic growth and employment opportunities. In developing nations like Nigeria, small businesses form bulk of job creation, income and thereby reducing poverty among the citizens. It is imperative for government to support and enhance entrepreneurship education at post-basic education level because it is a crucial strategy for economic development and poverty eradication.

In another development, Ahmed (2008) gives these as benefits of entrepreneurship education to the students: The freedom to pursue his/her own vision; the control and flexibility for his/her time; the opportunity to learn and gain knowledge; the high and lows of self-employment; the sense of pride and fulfilment in accomplishing thing(s); and the confidence he/she will gain in knowing that he/she can do it among others. Only an enhanced entrepreneurship education at post-basic education would be able to provide these. This shows that mere general studies course provided by the secondary education will not be enough. To be a successful entrepreneur, the necessary skills have to be developed in the students. This will only be possible through enhancing entrepreneurship education to be provided by the schools. Creativity, dedication, determination, flexibility, self confidence and smartness are all attributes needed in a successful entrepreneur according to research. In a similar view, Durowoju (2014) revealed in his study that nation economic development depends on the successful entrepreneurship combined with the forces of established corporation. Arising from the ongoing, the rate of graduate unemployment in Nigeria has persistently been on the increase despite the enormous endowment of the country with human and natural resources. However, graduate unemployment is not peculiar to Nigeria or developing nations; it is indeed a long standing global phenomenon hence it has been a common trend in many countries to find graduates of universities not able to secure jobs several years after graduation (Twumasi, 2013). In tackling the global crisis of graduate unemployment, policy makers and stakeholders in developed countries such as England, United State of America (USA), and Germany, advocated a refocus of educational systems towards acquisition of vocational and technical skills to enhance smooth transition into jobs for school leavers particularly graduates of universities. This owes to the fact that education is important to the development of any society particularly because the goals of wealth creation, poverty reduction and value re-

orientation can only be attained and sustained through an efficient educational system which impacts relevant skills, knowledge, capacities, attitudes and values into individuals (Agi & Yellowe, 2013).

In the same vein, governments and educators of developing nations such as Kenya, Tanzania, Columbia, and Trinidad and Tobago re-aligned their educational systems towards the popular national and international support for vocational education as a viable option to tackle the growing concern of graduate unemployment. Thus various models of vocational education programmes were introduced to combat unemployment and tackle other socio-economic challenges (Abrokwa, 1995; Asiyai, 2013). In line with global trends, vocational and technical education policy was implemented in the educational system of Nigeria through the introduction of the 6-3-3-4 system of education (six year primary school, three year junior secondary school, three year senior secondary school and four year higher institution) in 1982 aimed at providing training and impartations of necessary skills geared towards the production of craftsmen, technicians and other skillful youths who will possess enterprise skills and also have understanding of the increasing dynamism of technology (Federal Republic of Nigeria (FRN,1992).

One of the goals of the policy was to train youths to be self-reliant and to separate students with academic competencies from abilities those with technical (technical colleges) with the aim that the technically inclined individuals, will create jobs for themselves after school. However, the major challenges of the vocational and technical education policy include inadequacy of infrastructure, unfavourable conditions of service for teachers, inadequate funding for tertiary institutions, lack of adequate support for Student Industrial Work Experience (SIWES), unstable academic calendar due to strike actions, and inadequate collaboration between tertiary institutions and the organized private sector, hence the policy was ineffective (Asiyai, 2013). In an attempt to redress the challenges regarding acquisition of vocational skills and aptitudes presented by the 6-3-3-4 system of education, the National Policy on Education was again revised in 1998 with the introduction of the Universal Basic Education programme (UBE) which ushered in the 9-3-4 system of education primarily targeted at using education as a tool for national unity as well as enhancing the development of knowledge and skill acquisition for adaptation into the world of work and the larger society. Although, the dictates of the policy implied that basic education should be made compulsory, the implementation was not enforced thus the aim of the policy was defeated (Federal Republic of Nigeria, 2006).

The emergence of phenomenal entrepreneurs such as Bill Gates in the U.S and Alico Dangote in Africa has driven stakeholders, policy makers and researchers globally to search for ways to model the younger generation after

these rare breeds of entrepreneurs in order to effectively tackle graduate unemployment and achieve economic development. The outcome is a focus on entrepreneurship education which is targeted at stimulating creative thinking and enhancing individuals to identify opportunities that can lead to business start-ups (Honig, 2004). The introduction of entrepreneurship education by the Government of Nigeria through the National Universities Commission (NUC) in 2006 was one of the intervention strategies and policies in line with global trends to refocus university education towards entrepreneurship development as well as to combat the persistent rise in graduate unemployment. At present, entrepreneurship education in Nigerian universities are offered as a compulsory general course while some universities offer Bachelor degree in entrepreneurship.

However, for any entrepreneurship education programme to achieve its goals, the foundational level of learning which the secondary school is, must be taken into consideration. This is because if the foundation is not properly handled other levels such as the high institution graduate might not be able to stand the test of time. Hence, entrepreneurship education at the secondary school level must be properly taken care of in all ramifications since entrepreneurship education has been identified as a factor for sustainable national development. This can however, be possible if teachers have a positive attitude towards the teaching of such subjects at the secondary school level. Teachers' attitude on any educational program is very important because teachers are the containers through which the content of learning is given to the students and so their attitude on the content to be given to students is sacrosanct. This is because peoples' attitudes determines their behaviour and effectiveness towards a program and teachers are those whose responsibility is to translate educational objectives into a body of knowledge and skill and in turn transfer them to students in the classroom. Since teachers as agents of change puts into action the learning programme specified in the curriculum plan, it is important to ascertain their attitude towards entrepreneurship education and to find out if their attitude has any impact on sustainable development. However, secondary schools in Nigeria is grouped into two to include public secondary schools which is managed by the government either at the state or federal level and private secondary school which is managed either by individuals or group of individual, religious body or other forms of nongovernmental organizations. Hence, this study sought to examine comparative analysis of private and public teachers' attitude on entrepreneurship education for sustainable development in post-basic education in Imo State, Nigeria so as to close the perceived gap in knowledge empirically.

Statement of the Problem

Entrepreneurship is an education which has as its goals the inculcation of entrepreneurial skills and attitude in students so that they will be motivated to

choose entrepreneurship as a career by becoming self dependent after school. More still, because of the persistent increase in the high rate of aspiration for white collar jobs, high rate of unemployment bedeviling the nation coupled with the get rich quick syndrome and other vices which has constituted a bane to Nigerian development, the inculcation of entrepreneurship education among the youth especially the post-basic education graduate has become an urgent issues. Because of the importance of entrepreneurship education to the country, entrepreneurship education in Nigerian universities are offered as a compulsory general course while some universities offer Bachelor degree in entrepreneurship. This is to show the premium placed by both the government and academic institution of higher learning. However, despite the importance of entrepreneurship, and the emphasis placed on it by both the government and institution of high learning, there is a noticeable slow pace of development and non sustainability of the sectors hitherto considered as developed in post basic education in Nigeria and Imo State in particular. It has also been observed that the quest for white collar job has been on the increase among students. One therefore wonder if teachers' knowledge on entrepreneurship education in post-basic education has an impact on developing entrepreneurial skills among students, and also if teachers attitude to any extent has an impact sustainable development in post-basic education in Imo State. The problem of this study put in a question form therefore is: what is private and public teachers' knowledge and attitude on entrepreneurship education in post-basic education for sustainable development in Imo State, Nigeria.

Purpose of the Study

The purpose of this study is to examine the private and public teachers' attitude on entrepreneurship education in post-basic education in Imo State, Nigeria. Specifically, the study sought to:

1. Find out the extent to which teachers' knowledge on entrepreneurship education enhance sustainable development in post-basic education in Imo State, Nigeria.
2. Find out the impact of teachers' knowledge on entrepreneurship education for sustainable post-basic skills among students in post-basic education in Imo State, Nigeria.
3. Ascertain to the extent to which teachers' attitude on entrepreneurship education enhance sustainable post-basic education programme in Imo State, Nigeria.

Research Questions

The following research questions guided the study:

1. What extent does teachers' knowledge on entrepreneurship education enhances sustainable development in post-basic education in Imo State, Nigeria?
2. What is impact of teachers' knowledge on entrepreneurship education for sustainable development in post-basic education skill among students in post-basic education in private and public in Imo State, Nigeria?
3. What is the extent to which teachers' attitude on entrepreneurship education enhance sustainable development in post-basic education programme in Imo State, Nigeria?

Hypotheses

The following hypotheses guided the study

- H0₁:** There is no significant difference between the mean scores of public and private post-basic education teachers' knowledge on entrepreneurship education in Imo State, Nigeria;
- H0₂:** There is no significant difference between the mean scores of public and private post-basic education teachers' knowledge on the impact of entrepreneurial education for sustainable post-basic education skills among students in post-basic education in Imo State, Nigeria.
- H0₃:** There is no significant difference between the mean scores of public and private post-basic education teachers' on the extent to which teachers' attitude on entrepreneurship education enhance sustainable post-basic education programme in Imo State, Nigeria.

Materials And Methods

The researchers adopted a descriptive survey design with the population of 15,076 teachers in the public and private post-basic education in Imo State, Nigeria. The sample size for the study was 1,508 teachers which constitute 10% of the population. Proportionate stratified sampling was used to select 664 public secondary school teachers and 844 private secondary school teachers 6 educational zones in Imo State, Nigeria. The instrument that guided this study was private and public teachers' knowledge and attitude on entrepreneurship education for sustainable development in post-basic education programme Questionnaire (PPTKAEESPBEQ) developed by the researchers. The questionnaire was validated by three experts, one from each of the following; Department of Educational Foundations (Administration and Planning Unit), Department of Technical and Vocational Education, and Department of Science Education, all from the University of Nigeria, Nsukka. The instrument was grouped into three (3) clusters of five (5) items each. However, Cluster A was on teachers' knowledge on entrepreneurship education, Cluster B was on the impact of teachers' knowledge on entrepreneurial education skills for sustainable post-

basic education among students. Cluster C was on the extent to which teachers' attitude on entrepreneurship education enhance sustainable post-basic education programme. They are made up of fifteen (15) structured item questionnaires designed to elicit opinion of private and public post-basic education teachers on their attitude towards entrepreneurship education in post-basic education in Imo State, Nigeria.

The items were structured on a modified 4 points Likert's scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE), and Very Low Extent (VLE) weighted 4, 3, 2 and 1 point respectively. The temporal reliability of the instrument was tested using test retest method and calculated with Pearson's Product Moment Correlation which yielded an index of 0.84. Mean Score and standard deviations were used to answer the research questions and t-test statistics was used to test the null hypotheses at 0.05 alpha significant levels. To answer the research questions, a criterion mean score of 2.50 was calculated to judge the mean responses of the respondents. Thus, any mean response above 2.50 was considered accepted opinion while mean response below 2.50 was considered otherwise

Results

Research Question One: What extent does teachers' knowledge on entrepreneurship education enhances sustainable development in post-basic education in Imo State, Nigeria?

Table 1: Mean scores and standard deviation of private and public secondary school teachers' knowledge on entrepreneurship education in post-basic education in Imo State, Nigeria.

S/N		PRIV. SCH.			PUB. SCHOL		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Most teachers do emphasize the importance of entrepreneurship subjects	3.09	1.085	Accepted	3.15	1.06	Accepted
2	Most teachers have adequate knowledge of entrepreneurship courses and so exhibits posit attitude towards the subjects	2.77	1.067	Accepted	2.85	1.06	Accepted
3	Information about entrepreneurship subjects are disseminated by teachers	2.76	1.141	Accepted	2.84	1.15	Accepted
4	Most teachers emphasizes science courses to the detriment of entrepreneurship courses	2.77	1.302	Accepted	2.80	1.30	Accepted

5	Most teachers uses lecture method in teaching entrepreneurship courses	2.64	1.348	Accepted	2.74	1.33	Accepted
	Cluster Mean score	2.81	1.18	Accepted	2.88	1.19	Accepted
	Number of respondents	664			884		
	Benchmark mean score	2.50			2.50		

Tables 1 show that the cluster mean of the 1 - 5 items was 2.81 for private secondary schools and 2.88 for public secondary school. This is above the real limit of 2.50 of a 4-point rating scale. This implies that the responses of respondents agreed that teachers’ knowledge on entrepreneurship education in post-basic education in Imo State are below expectation. The Table also revealed that the cluster standard deviation of the 1 - 5 items was 1.18 for private secondary schools and 1.19 for public secondary schools. This also shows that the respondents were not far from the mean and the opinion of one another in their responses on the teachers’ knowledge on entrepreneurship education in post-basic education in Imo State, adding further validity to the mean.

Research Question Two: What is impact of teachers’ knowledge on entrepreneurship education for sustainable development in post-basic education skill among students in post-basic education in private and public in Imo State, Nigeria?

Table 2: Mean scores and standard deviation of private and public post-basic education teachers’ knowledge on their impact on entrepreneurship education for sustainable development in post-basic education skills among students in private and public post-basic education in Imo State, Nigeria.

S/N		PRIV. SCH.			PUB. SCHOL		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
6	Teachers’ knowledge on entrepreneurship education enhances students to engage in entrepreneurship ventures for sustainable development.	3.12	1.035	Accepted	3.09	1.029	Accepted
7	Teachers’ knowledge on entrepreneurship education encourages students to develop their entrepreneurial skills	3.31	0.913	Accepted	3.25	0.943	Accepted
8	Teachers knowledge on entrepreneurship education encourage students to reflect critically on the shared assumptions of business and customers without fear of bias	3.05	1.047	Accepted	3.00	1.044	Accepted

9	Teachers knowledge on entrepreneurship education enhance students to work towards discovering the gaps in the business world	3.27	0.922	Accepted	3.22	0.95	Accepted
10	Teachers knowledge on entrepreneurship education enhance students to work towards identifying business opportunities	3.13	0.982	Accepted	3.04	1.016	Accepted
Cluster Mean score		3.17	0.98	Accepted	3.12	1.00	Accepted
Number of respondents		664			884		
Benchmark mean score		2.50			2.50		

Data in tables 2 indicates that the cluster mean of the 6 - 10 items was 3.17 for private secondary schools and 3.12 for public secondary school. This is above the real limit of 2.50 of a 4-point rating scale. This means that the respondents agreed teachers’ knowledge towards entrepreneurship education has an impact on the entrepreneurial skills among students in Imo State Private and public Secondary Schools. The Table also revealed that the cluster standard deviation of the 6 - 10 items was 0.98 for private secondary schools and 1.00 for public secondary schools. This also shows that the respondents were not far from the mean and the opinion of one another on the impact of teachers’ knowledge on entrepreneurship education on the entrepreneurial skills among students in Imo State Private and public Secondary Schools adding further validity to the mean.

Research Question Three: What is the extent to which teachers’ attitude on entrepreneurship education enhance sustainable development in Imo State post-basic education programme in Imo State, Nigeria?

Table 3: Mean scores and standard deviation of private and public post-basic education teachers on the extent to which teachers’ attitude on entrepreneurship education enhance sustainable development in post-basic education in Imo State, Nigeria.

S/N		PRIV. SCH.			PUB. SCHOL		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	Teachers’ positive attitude on entrepreneurship education enhances the creation of novel commercial services and products which will in turn lead to sustainable development in post-basic education.	3.29	0.891	Accepted	3.32	0.859	Accepted
12	Teachers’ positive attitude on entrepreneurship education creates individuals who will be capable of producing social services and products that will sustainable development in post-basic education.	2.92	0.94	Accepted	2.96	0.908	Accepted

13	Teachers positive attitude on entrepreneurship education make students to be critically conscious of their environment which will enable them to be agents of sustainable development in post-basic education.	3.38	0.837	Accepted	3.4	0.816	Accepted
14	Teachers' positive attitude on entrepreneurship education enhance students to gear towards self dependent and in turn contributes their own quota to the sustainable development in post-basic education.	3.38	0.874	Accepted	3.41	0.849	Accepted
15	Teachers positive attitude on entrepreneurship education enhance students to work towards becoming employers of labour and agents of sustainable development in post-basic education.	2.95	0.928	Accepted	2.96	0.923	Accepted
Cluster Mean score		3.18	0.89	Accepted	3.21	0.87	Accepted
Number of respondents		664			884		
Benchmark mean score		2.50			2.50		

Data in tables 3 indicates that the cluster mean of the 11- 15 items was 3.18 for private secondary schools and 3.21 for public secondary school. This is above the real limit of 2.50 of a 4-point rating scale. This means that the respondents to a high extent agreed teachers' attitude to entrepreneurship education enhance sustainable post-basic education in Imo State, Nigeria. The Table also revealed that the cluster standard deviation of the 11- 15 items was 0.89 for private secondary schools and 0.87 for public secondary schools. This also shows that the respondents were not far from the mean and the opinion of one another on extent to which teachers' attitude to entrepreneurship education influences sustainable development in Imo State adding further validity to the mean.

A corresponding hypothesis formulated to further address the research question is;

Hypothesis One: There is no significant difference between the mean scores of public and private post-basic education on their knowledge on entrepreneurship education for sustainable development in Post-basic education in Imo State, Nigeria.

Table 4: Results of t-test Analysis on Equality of Mean Scores of public and private post-basic education teachers on their knowledge on entrepreneurship education in post-basic education in Imo State, Nigeria.

Respondents	N	\bar{X}	SD	DF	Tcal	P-value	Remarks
Private school	884	2.81	1.18	1506	1.154	.277	NS
Public school	664	2.88	1.19				

The data in Table 4 indicates a t-calculated value of 1.154 and significant p-value of .277. Since the p-value of .277 is greater than 0.05 level of significant, the null hypothesis is accepted. There is no significant difference between the mean scores of public and private post-basic education on their knowledge on entrepreneurship education in post-basic education in Imo State, Nigeria. Consequently, school type has no significant difference on teachers' knowledge on entrepreneurship education in post-basic education in Imo State, Nigeria.

Hypothesis Two: There is no significant difference between the mean scores of public and private post-basic education teachers' knowledge on the impact of entrepreneurship education for sustainable post-basic education skills among students in post-basic education in Imo State, Nigeria.

Table 5: Results of t-test Analysis on Equality of Mean Scores between public and private post-basic education teachers on their impact on entrepreneurial education for sustainable post-basic education skills among students in post- basic education in Imo State, Nigeria.

Respondents	N	\bar{X}	SD	DF	Tcal	P-value	Remarks
Private school	884	3.17	0.97	1506	-1.05	.320	NS
Public school	664	3.12	0.99				

The data in Table 5 indicates a t-calculated value of -1.105 and significant p-value of .320. Since the p-value of .320 is greater than 0.05 level of significant, the null hypothesis is accepted. Hence, There is no significant difference between the mean scores of public and private post-basic education teachers' on the impact on entrepreneurial education among students in post-basic education in Imo State. Consequently, school type has no significant

difference on the impact of teachers’ on entrepreneurial skills among students in post-basic education in Imo State, Nigeria.

Hypothesis Three: There is no significant difference between the mean scores of public and private post-basic education teachers’ on the extent to which teachers’ attitude on entrepreneurship education enhance sustainable post-basic education programme in Imo State, Nigeria.

Table 6: Results of t-test Analysis on Equality of Mean Scores between public and private post-basic education teachers on the extent to which teachers’ attitude on entrepreneurship education enhance sustainable post-basic education programme in Imo State, Nigeria.

Respondents	N	\bar{X}	SD	DF	Tcal	P-value	Remarks
Private school	884	3.18	0.89	1506	.488	.631	NS
Public school	664	3.21	0.87				

The data in Table 6 indicates a t-calculated value of .488 and significant p-value of .631. Since the p-value of .631 is greater than 0.05 level of significant, the null hypothesis is accepted. Hence, there is no significant difference between the mean scores of public and private pos-basic education teachers’ on the extent to which teachers’ attitude on entrepreneurship education enhances sustainable development in post-basic education in Imo State. Consequently, school type has no significant difference on the extent to which teachers’ attitude towards entrepreneurship education enhances sustainable development in post-basic education in Imo State, Nigeria.

Discussion

The findings of the study show that teachers’ knowledge on entrepreneurship education in post-basic education in Imo secondary schools are of a significant high. For instance both private and public secondary school teachers agreed that most teachers do not emphasize the importance of entrepreneurship subjects; most teachers have inadequate knowledge of entrepreneurship courses and so exhibits non-challant attitude towards the subjects; information about entrepreneurship subjects are poorly disseminated by teachers; most teachers emphasizes science courses to the detriment of entrepreneurship courses; most teachers uses lecture method in teaching entrepreneurship courses. Consequently school type has no significant difference

on teachers' attitude towards entrepreneurship education in post-basic education in Imo State, Nigeria.

This finding is in agreement with the finding of Ohia and Obasi (2014) whose studies on repositioning senior secondary education in Nigeria for producing entrepreneurship-oriented students, which revealed that the students should be exposed to more practical skills, students centered teaching/learning exercise need to be used to encourage active participation of the students. Furthermore, the findings of this study revealed that teachers' knowledge on entrepreneurship education has an impact on the entrepreneurial skills among students in Imo State Private and public post-basic education. Therefore both private and public post-basic education teachers unanimously agreed that teachers' knowledge on entrepreneurship education enhances students to engage in entrepreneurship ventures. In this regard, teachers' knowledge on entrepreneurship education encourages students to develop their entrepreneurial skills. It also indicates that teachers' knowledge on entrepreneurship education encourage students to reflect critically on the shared assumptions of business and customers without fear of bias. By and large, they agreed that teachers' knowledge on entrepreneurship education enhances students to work towards discovering the gaps in the business world and that teachers' attitude to entrepreneurship education influence students to work towards identifying business opportunities. This finding is in concomitance with the findings of Olokundun, (2017) who studies on perceptions of students on entrepreneurship education and entrepreneurial intentions in selected Nigerian universities which revealed that lecturers stimulate students' critical thinking abilities to develop creative business ideas but practical activities still tend towards the acquisition of vocational skills. There were also evidences in the study to show that teaching methods adopted in entrepreneurship teaching adopted in the selected universities are able to stimulate students' interest for business start-ups even before graduation. In the same vein, entrepreneurship pedagogy adopted in these universities channel the focus of students towards identification of business opportunities. Nevertheless, the theoretical sessions are averse to students' interest and focus. The results also show that a good number of educators actually have practical knowledge about entrepreneurship, although educators still lack adequate training on the effective delivery of entrepreneurship courses.

Interestingly, the findings of the study revealed that teachers' attitude on entrepreneurship education has an impact on sustainable development in Imo state. That is why both private and public secondary school teachers are in agreement that teachers' knowledge on entrepreneurship education enhances the creation of novel commercial services and products which will in turn lead to sustainable development, teachers' attitude to entrepreneurship education creates

individuals who will be capable of producing social services and products that will sustain development and teachers attitude to entrepreneurship education make students to be critically conscious of their environment which will enable them to be agents of sustainable development in post-basic education. They also agreed that teachers' attitude to entrepreneurship education influence students to gear towards self dependent and in turn contributes their own quota to the sustainable national development and teachers' attitude on entrepreneurship education enhance students to work towards becoming employers of labour and agents of sustainable development. This is in agreement with the Durowaju, (2014) who study on roles of entrepreneurship in small and medium enterprises development in Nigeria which revealed that a nation economic development depends on the successful entrepreneurship combined with the forces of established corporation and thus capable of making positive impacts on the economy of a nation and the quality of life of the people. Hence it should be emphasized more in the school system especially in the post-basic education system.

Conclusion

This study has shown that teachers' knowledge on entrepreneurship education in post-basic secondary schools are of a significant high. Consequently school type has no significant influence on teachers' knowledge on entrepreneurship education in post-basic education system in Imo State Schools. The study also shown that teachers' knowledge on entrepreneurship education has positive impact on the entrepreneurial skills among students

Recommendations

Based on the findings, the researchers made the following recommendations.

1. Government school administrators should employ high motivated conscientious and effective classroom teachers for all levels of our educational system. Especially, teachers that will encourage further the spirit of enquiry and creativity among their students in post-basic education in Imo State particularly and Nigeria in general;
2. Government school administrators should help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals. By Providing teachers with intellectual and professional background adequate for their assignment and make them adaptable to changing situation;
3. Efforts should be made by the government at all level to urgently formulate and implement policies and programme of actions for the implementation of entrepreneurship education to the post-basic education for sustainable national development.

4. Government and school administrators should motivate teachers who have developed the skills of teaching enter entrepreneurship, subjects in post-basic education for sustainable national development.
5. Efforts should be made by the government and non-governmental bodies to organised workshops, seminars, conferences quarterly on methods and application of entrepreneurship skills to the teachers and their students comparatively.

Declaration of Conflicting Interest

The authors declare that there is no conflict of interest.

Funding

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

References

- Abrokwa, C.K. (1995) Vocational Education in the Third World: Revising the Debate. *Vocational Aspect of Education*, 47(1), 129-140.
- Agi, U.K. & Yellowe , N.A. (2013). Management Strategies for Regenerating Secondary Education for National Development and Self-Reliance. *Journal of Teacher Perspective*, 7(2), 1-12.
- Ahmed, B.L. (2008). Consolidating entrepreneurship skills development through agrobusiness education to achieving a sustainable self-reliance. *Unpublished paper presented at the 2nd National workshop organized by department of Business Education, FCT college of Education, Zuba-Abuja*. Abuja: FCT college of Education
- Akpale, E.J. (2010). Entrepreneurship education: A tool of achievement of millennium development goals (MDGs) for sustainability. *Journal of Teacher Perspective*, 6 (2), 304-309.
- Akpale, J.E. (2009). Entrepreneurship education in Nigeria TAMA. *Journal of Multi disciplinary studies of Kano State Polytechnic*, 1(2), 12-23.
- Asiyai, R.I. (2013). Challenges of Quality in Higher Education in Nigeria in the 21st Century. *International Journal of Educational Planning and Administration*, 3(2), 159-172.
- Asuquo, E.E. (2007). Entrepreneurship initiations as instrument for vocational development and democratic sustenance. *BAHF Journal of School of Vocational Education*, 1(2), 10-21.
- Babalola, J.B. (2013). *Education for sustainable development in Africa. A keynote address delivered at UCC- Unilorin Joint International*

- conference Ghana, 11-16 August. Ibadan: HisLineage Publishing House.
- Chukwu, C.J. (2016). *Implementation of personnel policies and teachers' retention among secondary schools in south eastern states of Nigeria*. (Unpublished Ph.D thesis). ABSU, Nigeria.
- Di-masi, P. (2001). *Defining entrepreneurship*. Retrieved from: <http://www.gace.org/icm/micro/define/microhtml>.
- Durowoju, S.T. (2014). Roles of entrepreneurship in small and medium enterprises development in Nigeria. *Journal of Public Administration and Management*, 3(5), 11-20. Retrieved from: www.arabianjbm.com/RPAM_index.php.
- Federal Republic of Nigeria (2006). *Ministry of education*. Lagos: Government Press.
- Ikwaokam, O. (2007). Repositioning technical and vocational education for technical development in Nigeria. *BAHF Journal of School of Vocational Education*, 1(2), 11-22.
- Lukman, A.D. & Oviawe, J.I. (2010). Strategies for promoting entrepreneurship education in secondary school curriculum. In E.L. Oluputaife, B.U. Maduewesi & R.O. Igbo (Eds.) *Issues and challenges in Nigeria Education in the 21st century*. Onitsha: West and Solomon Publishing Co. Ltd.
- Murphy, G. (2010). *Entrepreneur. What is in definition?* From <http://www.thinkinglike.com/essay/entrepreneur-definition.html>.
- Pinson, H. (2010). *Entrepreneur: What is in definition?* Retrieved from www.thinkinglike.com/essay/intrepreneur_definition.html.
- QickMBA (2010). *Entrepreneurship: Definition* retrieved from <http://www.quickMBA.com>.
- Twumasi, I.K. (2013). *The Challenges Of Youth Unemployment to The Church In Ghana: Response Of The Methodist Church Kumasi Circuit and Church Of God Patasi District*. A Thesis Submitted to the Department of Religious Studies in Partial Fulfillment of the Requirements for the award of Degree of Master of Philosophy, *College of Arts and Social Sciences School of Graduate Studies, Faculty of Social Sciences, Kwame Nkrumah University of Science and Technology Kumasi*.
- Udofia, N.A. & Nnejji, L. (2010). Curriculum as panacea for peace to usher in the past economic meltdown era. *Nigeria Journal of Curriculum Studies*, 17(3), 151-159.
- World Bank (2003). *Sustainable development in a dynamic world: transforming institutions, growth and quality of life*. Washington, D.C.: The World Bank.