

Administrators Implementation of Entrepreneurship Education for Self-Reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Onu, Lovenda Erinma

**Guidance and Counselling, Department of Educational Foundations,
Faculty of Education, Rivers State University
erinmaonu@gmail.com 08039533086.**

Abstract

The study examined Administrators Implementation of Entrepreneurship Education for Self-Reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State. Two objectives, two research questions and two hypotheses were used for the study. The study adopted descriptive survey research design. The population of the study was 105 principals (68 males and 37 females) in 35 public secondary schools in Port Harcourt, Rivers State. Three (3) Principals which include the Main-Principal, Vice-Principal Academic and Vice-Principal Administration, were selected from each secondary school in Port Harcourt Metropolis. The census sampling technique was used to ensure that every member of the population participated in the study. The instrument was a self-structured questionnaire titled, Administrators Implementation of Entrepreneurship Education for Self-Reliance Questionnaire. Cronbach Alpha was used to establish the reliability, which gave reliability indexes of 0.82 and 0.85. Mean and standard deviation were used to answer the research questions, while the hypotheses were tested using the z-test statistical tool at 0.05 level of significance. Result showed that, there is a significant difference between the mean scores of male and female principals on the implementation of Entrepreneurship Education in Public Secondary Schools. The study revealed that realizing the benefits of entrepreneurial education at the secondary school level depends on the educational practices of its teachers. The study recommended that; ministry of education should improve the level implementation by making it a point of responsibility to monitor the implementation of entrepreneurial education in public secondary schools.

Keywords: Administrators, Entrepreneurship Education, Implementation, Self-Reliance, Public Secondary Schools

Introduction

The Nigerian government has grown increasingly conscious of the shortcomings and constraints of the colonial educational legacy since independence. There is a concentrated attempt to turn education into a useful tool for the advancement of the country. In Nigeria, the history of entrepreneurship education dates back to the 1960s. The National Directorate of Employment (NDE), Nigeria Industrial Development Bank (NIDB), Entrepreneurship Development Centre (EDC), National Open Apprenticeship Scheme (NOAS), and other government schemes demonstrate this. Even if these projects seem promising, they didn't last long (Okoye, 2021).

It makes sense why these initiatives have such a limited lifespan. The reason for this is because they were not ingrained in the school system. Any meaningful endeavour may be guaranteed to be sustainable by the potent force of education. All levels of Nigerian schools currently design their curricula with an entrepreneurial spirit. The intention behind this is to foster economic growth and development, employment, and self-sufficiency. The 1969 curriculum conference was called for by the National Education Research Council (NERC), which was in charge at the time, in response to the demand for a more fruitful education. This conference's decisions shaped education philosophy and, in turn, the National Policy on Education of 1977, which was later updated in 1981, 1998, and 2004.

The secondary school curriculum's vocationalist approach is one of the innovations. The Junior Secondary School (JSS) curriculum now includes prevocational subjects, while the Senior Secondary School (SSS) curriculum now includes vocational subjects. In the past, integrated courses like Introduction to Technology served as a means of preparing students for entry-level careers in the fields like metalworking, woodworking, basic electronics, technical drawing, auto repair, etc. This can enable students to graduate from junior secondary school productively. The aforementioned integrated course is currently known as Basic Technology in the curriculum.

The increasing emphasis on entrepreneurship education in secondary schools is pivotal in equipping students with essential skills for self-reliance and economic independence. In particular, the implementation of entrepreneurship education by school administrators plays a critical role in shaping the entrepreneurial capabilities of students. In the context of Port Harcourt Metropolis, Rivers State, the necessity for entrepreneurial skills is underscored by the region's socioeconomic dynamics, including high youth unemployment rates and the need for diversified economic growth (Brown, 2023).

Entrepreneurship education aims to foster an entrepreneurial mindset among students by enhancing their ability to identify opportunities, develop new ideas, and transform these ideas into viable businesses (Obi & Onuoha, 2022). According to Nwaubani and Okoye (2021), effective entrepreneurship education encompasses a holistic curriculum that combines theoretical knowledge with practical experiences, thereby bridging the gap between academic and real-world applications.

Administrators play a crucial role in the successful implementation of entrepreneurship education for self-reliance in public secondary schools. Their leadership, support, and strategic decision-making significantly impact the effectiveness of entrepreneurship programmes and

the overall development of students' entrepreneurial skills. Drawing insights from recent research and literature, this introduction provides a glimpse into the administrators' roles in fostering entrepreneurship education for self-reliance in public secondary schools. Brown (2023), emphasizes the pivotal role of school administrators in driving entrepreneurship education initiatives. Administrators are tasked with creating a conducive environment that nurtures creativity, critical thinking, and problem-solving skills among students, essential attributes for fostering self-reliance in today's rapidly changing society.

A study by Smith (2022), on the influence of School Administrators on Entrepreneurship Education Implementation highlights the significance of administrators' support and involvement in shaping entrepreneurship curricula, securing resources, and forging partnerships with industry stakeholders. The author argues that administrators' active engagement is key to instilling an entrepreneurial mindset and promoting self-reliance among students. Furthermore, the research conducted by Garcia (2021), underscores the importance of administrators as visionary leaders in championing entrepreneurship education. By aligning school goals with the principles of self-reliance and fostering a culture of innovation, administrators empower both students and educators to embrace entrepreneurial opportunities and contribute meaningfully to the local economy.

School administrators are pivotal in implementing and sustaining entrepreneurship education programmes. Their leadership and management skills directly influence the quality and accessibility of these programmes. Ayuba (2023) highlights that administrators who actively engage with teachers, students, and the community, create an enabling environment for entrepreneurial activities, facilitating experiential learning and Innovation. Moreover, Anih (2022) emphasizes that the success of entrepreneurship education relies on strategic planning and resource allocation by school administrators. Adequate funding, investment in teacher training, and the development of relevant teaching materials are crucial components of an effective implementation strategy. Similarly, Adebayo (2023) notes that partnerships with local businesses and entrepreneurial students with real-world exposure and networking opportunities.

Despite these efforts, several challenges persist in the implementation of entrepreneurship education in public secondary schools in Port Harcourt Metropolis. Eze (2023) identified issues such as insufficient infrastructural facilities, limited government support, and a lack of adequately trained personnel as significant hurdles. Addressing these challenges require a

concerted effort from all stakeholders, including policymakers, educators, and the private sector.

Self-reliance in public secondary schools is an essential aspect of sustainable educational development. In the context of Port Harcourt Metropolis, Rivers State, the degree of self-reliance in public secondary schools plays a crucial role in ensuring educational quality and accessibility. According to Okafor (2020) in his book, self-reliance in schools promotes financial autonomy, innovative approaches to resource management, and a sense of ownership among stakeholders. Onuoha (2021), emphasize the importance of fostering a culture of self-reliance to address challenges such as inadequate funding, infrastructure deficits, and limited access to educational resources in Port Harcourt Metropolis. Moreover, the works of Essien (2019) shed light on the impact of community participation and collaboration in enhancing self-reliance in public secondary schools. By engaging parents, local authorities, and other relevant stakeholders, schools can develop sustainable strategies for financial viability and operational independence; thus this study will help to develop more literatures to support studies on related problems.

Statement of the Problem

Entrepreneurship education in public secondary schools holds immense potential for empowering students with innovative and valuable skills, fostering economic growth, and reducing unemployment rates among the youths in Port Harcourt Metropolis, Rivers state, yet these students are not self-reliant in creativity and business activities. This is evident as the incessant cases of youth unemployment is still at the increase amongst students from public secondary schools in Port Harcourt Metropolis, Rivers state. The situation has been attributed to the challenges at the implementation of entrepreneurship education including insufficient infrastructural facilities, limited government support, and a lack of adequately trained personnel (Eze, 2023). If this situation is not properly addressed, unemployment rates may keep increasing.

Besides this, another issue that justified this study is the dearth of documented empirical studies on administrator's implementation strategies on entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis. There is therefore, need to carry out studies to close this knowledge gap.

Aim and objectives of the study

The aim of the study was to examine Administrators' implementation of entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers state. The objectives of the study were to;

1. Determine the extent to which entrepreneurship education is been taught for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State.
2. Ascertain if qualified teachers are available for the implementation of entrepreneurship education for self-reliance in Public Secondary School in Port Harcourt Metropolis, Rivets State.

Research Questions

The following research questions guided the study:

1. To what extent is entrepreneurship education taught in public secondary schools for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State?
2. To what extent are qualified teachers available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State?

Hypotheses

The study was guided by the following null hypotheses, which will be tested at 0.05 level of significance:

1. There is no significant difference between the mean opinion scores of male and female principals on the extent in which entrepreneurship education is taught for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State.
2. There is no significant difference between the mean opinion scores of male and female principals on the extent in which qualified teachers are available for the implementation of entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State.

Methodology

The study adopted descriptive survey research design. The population of the study is 105 principals (68 males and 37 females) in 35 public secondary schools in Port Harcourt Metropolis; which consists of Obio/Akpor and Port Harcourt Local Government Areas of Rivers state. Three (3) principals which include the main-principal, vice-principal academic and vice-principal administration, were selected from each secondary school in Port Harcourt Metropolis. The census sampling technique was used, which ensured that every member of the

population participated in the study. The instrument was a self-structured questionnaire titled, Administrators' Implementation of Entrepreneurship Education for Self-Reliance in Public Secondary School Questionnaire. Responses to the questionnaire items were structured on a four-point summated rating scale of: Very High Extent (VHE)-4points, High Extent (HE)-3points, Low Extent (LE)-2points and Very Low Extent (VLE)-1point. The instrument was validated by experts in the Department of Measurement and Evaluation, and Educational Management in Rivers State University. Cronbach Alpha was used to establish the reliability of each cluster of the instrument which gave reliability indexes of 0.81 and 0.83. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Questionnaire items with mean opinion scores below 2.50 denoted 'Low Extent', while 2.50 and above signified 'High Extent'. The hypotheses were tested using the z-test statistical tool at 0.05 level of significance.

Results Presentation

Research Question 1: To what extent is entrepreneurship education taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State?

Table 1: Mean Opinion Scores of Male and Female Principals on the extent in which entrepreneurship education is taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State

S/N	Items	Male Principals N=68			Female Principals N=37		
		Mean	Std	Decision	Mean	Std	Decision
1.	Entrepreneurship is taught once in the school time table per week.	2.52	0.90	HE	2.51	0.49	HE
2.	Entrepreneurship education is taught twice per month.	2.75	0.75	HE	2.80	0.82	HE
3.	Entrepreneurship education is not taught with practical in my school.	2.50	0.81	HE	2.51	0.31	HE
4.	Entrepreneurship education is not taught with appropriate instructional materials.	2.74	0.52	HE	2.70	0.39	HE
5.	Entrepreneurship education is not taught with practical in my school.	2.80	0.20	HE	2.78	0.90	HE
Grand Mean/SD		2.66	0.63	HE	2.65	0.58	HE

Source: Field Survey, 2024

The results on table 1 revealed that questionnaire items 1, 2, 3, 4 and 5 had mean values of 2.52, 2.75, 2.50, 2.74 and 2.80 for male principals and 2.51, 2.80, 2.51, 2.70 and 2.78 for female principals. The grand mean score for both male and female principals on the table were above the criterion mean which implies that male and female principals agreed to a high extent that entrepreneurship should be taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Research Question 2: To what extent are qualified teachers available for the implementation of Entrepreneurship Education for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State?

Table 2: Mean opinion Scores of Male and Female Principals on the extent in which qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

S/N	Items	Male Principal s N=68			Female Principal s N=37		
		Mean	Std	Decision	Mean	Std	Decision
6.	Our teachers are highly skillful to teach entrepreneurship education.	2.79	0.99	HE	2.82	0.85	HE
7.	Our teachers have innovative ability to teacher entrepreneurship education.	2.55	0.67	HE	2.57	0.80	HE
8.	Our teachers have the practical orientation to teach entrepreneurship education.	2.63	0.12	HE	2.60	0.25	HE
9.	Our teachers have the functional capability to conduct entrepreneurship education.	2.77	0.52	HE	2.80	0.35	HE
10.	We are taught by teachers with NCE certificate in my school.	2.55	0.61	HE	2.51	0.24	HE
11.	We are taught by teachers with university degree certificate in my school.	2.90	0.30	HE	2.89	0.33	HE
12.	Qualified teachers with entrepreneurship skill are capable of teaching students on entrepreneurship subjects.	2.77	0.99	HE	2.80	0.85	HE
	Grand Mean/SD	2.71	0.60	HE	2.71	0.52	HE

Source: Field Survey, 2024

The results on table 2 revealed that questionnaire items (6-12) had mean values of 2.79, 2.55, 2.63, 2.77, 2.55, 2.90 and 2.77 for male principals and 2.82, 2.57, 2.60, 2.80, 2.51, 2.89 and 2.80 for female principals. Again, the grand mean scores on the table were above the criterion mean of 2.50 which implied that male and female principals agreed that to a high extent qualified teachers should be available for the implementation of Entrepreneurship Education for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Test of Hypotheses

1. There is no significant difference between the mean opinion scores of male and female principals on the extent in which entrepreneurship education is taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Table 3: z-test Analysis of Difference between the Mean Opinion Scores of Male and Female Principals on the extent in which entrepreneurship education is taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Administrators	N	$\bar{x}$	Std	Df	z-Cal	z-Crit.	LS	Decision
Male Principals	68	2.66	0.63	103	0.45	± 1.96	0.05	H ₀₁ : Accepted
Female Principals	37	2.65	0.58					No Significant Difference

Source: Field Survey, 2024.

Data on table 3 above shows a z-calculated value of 0.45, which was less than the z-critical value of ± 1.96 at 0.05 level of significance and 103 degree of freedom. Since the z-calculated value of 0.45 was less than the z-critical value of ± 1.96 , the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female principals on the extent entrepreneurship education is taught for self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

2. There is no significant difference between the mean opinion scores of male and female principals on the extent in which qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State.

Table 4: z-test Analysis of Difference between the Mean Responses of male and female principals on the extent in which qualified teachers are available for the implementation of Entrepreneurship Education for Self-Reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State.

Administrators	N	$\bar{x}$	Std	Df	z-Cal	z-Crit.	LS	Decision
Male Principals	67	2.71	0.60	103	0.72	± 1.96	0.05	H ₀₂ : Accepted
Female Principals	37	2.71	0.52					No Significant Difference

Source: Field Survey, 2024.

Data on table 4 above shows a z-calculated value of 0.72, which was less than the 2-critical value of ± 1.96 at 0.05 level of significance and 266 degree of freedom. Since the z-calculated value of 0.72 was less than the z-critical value of ± 1.96 , the null hypothesis was accepted which states that there is no significant difference between the mean opinion scores of male and female principals on the extent in which qualified teachers are available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State.

Discussion of Findings

Findings on research question 1 for table 1 revealed that male and female principals agreed to a high extent that entrepreneurship education should be taught for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State with grand mean values of 2.66 and 2.65. Hypothesis 1 on table 3 also showed that there is no significant difference between the mean opinion scores of male and female principals on the extent in which entrepreneurship education is taught for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State with z-calculated value of 0.45, which was less than z-critical value of ± 1.96 . This finding is in agreement with Garry and Dave (2021) who opined that if entrepreneurship subjects are taught in secondary schools, it will help develop the skills of students in school. This result implies that Administrators are responsible for integrating entrepreneurship education into the school curriculum. They collaborate with teachers and other stakeholders to design relevant and engaging entrepreneurship courses that align with the school's goals and the needs of the students. By setting clear objectives and outlining a structured pathway for

entrepreneurship education, administrators lay the foundation for fostering self-reliance among students. Administrators also play crucial role in allocating resources such as funding, facilities, and technology to support entrepreneurship programmes. By securing adequate resources and optimizing their use, administrators ensure that students have access to the necessary tools and materials to engage effectively in entrepreneurial activities. Effective resource management facilitates hands-on learning experiences and enhances students' entrepreneurial skills development.

Administrators can also partnership with local businesses, entrepreneurs, and community organizations to provide students with real-world entrepreneurial experiences and opportunities. By connecting students to mentors, industry professionals, and resources outside the classroom, administrators enrich the entrepreneurship education ecosystem and expose students to divers pathways. Besides, community engagement enhances Students' understanding of entrepreneurship in practice and cultivates a sense of self-reliance by fostering networking and collaboration.

Findings on research question 2 for table 2 revealed that male and female principals agreed that qualified teachers should be available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State with grand mean values of 2.71 and 2.71. Hypothesis 2 on table 4 also showed no significant difference between the mean opinion scores of male and female principals agreed that qualified teachers should be available for the implementation of Entrepreneurship Education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers State with z-calculated value of 0.72 which was less that z-critical value of ± 1.96 . The findings corroborated with Samman and Smug (2021), who noted that when qualified teachers are employed to teach entrepreneurship education, students tend to learn new skills that can benefit them after secondary education. This result implies that Administrators are responsible for ensuring teacher training and professional development on entrepreneurship education. Administrators should provide support and guidance to teachers involved in delivering entrepreneurship education. They offer training opportunities such as, workshops, and professional development programmes to enhance teachers' competencies in teaching entrepreneurship concepts and fostering entrepreneurial mindsets in students. By empowering educators with the knowledge and skills needed to effectively deliver entrepreneurship curriculum, administrators contribute to the overall success of entrepreneurship education initiatives.

Finally, the study found that Administrators play the crucial role of implementing entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers state. Thus, administrators are responsible for assessing the effectiveness of the overall conditions for the success of entrepreneurship education programmes and monitoring of students' progress towards self-reliance goals. Therefore, by complementing assessment tools, conducting evaluations, and collecting feedback from stakeholders, administrators gather valuable insights into the impacts of entrepreneurship initiatives on students' learning outcomes and entrepreneurial competencies, continuous assessment and evaluation allow administrators to identify areas for improvement, adjust strategies accordingly, and ensure the sustainability and relevance of entrepreneurship education for self-reliance in public secondary schools.

Conclusion

Based on the findings of the study, it was concluded that the extent in which entrepreneurship education is taught, and the availability of qualified teachers for the implementation of Entrepreneurship Education influence self-reliance in Public Secondary Schools in Port Harcourt Metropolis, Rivers State. It was also found that, though entrepreneurship education programmes are very important at every level of education, especially in secondary schools, as they help to build and improve students with special skills on vocational studies, entrepreneurial skills, innovative activities, and business skills and mindset. The study thus evaluated factors affecting administrators' implementation of entrepreneurship education for self-reliance in public secondary schools to include amongst others availability of resources and infrastructure, training and development of teachers, curriculum design and flexibility, administrative support and leadership, and community and industry linkages. This study has therefore been able to identify the practical challenges hindering the effective administrators' implementation of entrepreneurship education for self-reliance in public secondary schools in Port Harcourt Metropolis, Rivers state, and have equally made suggested solutions for administrators, counsellors, policymakers, and the government.

Recommendations

Based on the results of the findings of this research work, the following recommendations were made:

1. Government at all levels should endeavor to provide fund for the implementation of entrepreneurial education and enforce that such funds are not diverted or embezzled.

2. The ministry of education and other education agencies should improve the level of implementation by making it a point of responsibility to monitor the implementation of entrepreneurial education in Nigerian secondary schools especially in the present day recessive economy.
3. Government at all levels, and private institutions must prioritize increased funding for entrepreneurship education in public secondary schools.
4. Providing teachers with adequate specialized training in entrepreneurship pedagogy and curriculum development should be made crucial.
5. Integrating entrepreneurship concepts into existing subjects and incorporating real-world case studies and project-based learning should be considered essential.
6. Creating a culture that values entrepreneurial skills, provides mentorship opportunities, and facilitates access to support and funding, can significantly enhance the success of entrepreneurship education, as such should be prioritized.

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