



Evaluation of the Perception of Teachers on Entrepreneurship Education in Public Secondary Schools in Awka South Local Government Area

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study examined the evaluation of the perception of teachers on entrepreneurship education in public secondary schools in Awka South Local Government Area. Three research questions and three corresponding hypotheses guided the conduct of the study. The study adopted descriptive research design. The population of the study comprised teachers in secondary schools in Awka South Local Government of Anambra State. One hundred and twenty (120) respondents were randomly selected as sample for this study and were used for data analysis but at the end of the exercise; only Ninety-five (95) questionnaires were retrieved for data analysis. A structured questionnaire was constructed and administered on the respondents for data collection. The hypotheses were tested using Pearson Product Moment Correlation (PPMC) statistical tool was used to analyze the hypotheses at 0.05 level of significance respectively. The findings of the study

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were as follows; the perception of teachers on entrepreneurship education significantly enhance skill acquisition of the students in secondary schools. In addition, the perception of teachers on entrepreneurship education significantly facilitate the innovative skills of students in secondary schools. Finally, the perception of teachers on entrepreneurship education does significantly facilitate the entrepreneurial capability of students to willingness to take business risk. Some recommendations were made and they are; schools should include entrepreneurship courses in their curricula and must ensure that all students regardless of their academic specialization study entrepreneurship; entrepreneurship education should be grouped according to skills and abilities of students and should be linked to the academic specialization of each students in a way they can use their knowledge to identify and exploit existing opportunities around them; the learning environment should be conducive enough for learning to encourage students to pursue entrepreneurship.

Keywords: Entrepreneurship education; skills acquisition; innovative skills; entrepreneurial capability; risk; willingness.

1. INTRODUCTION

“The rate of youth unemployment is increasing daily, especially in the developing countries. Attempts at solving this problem of unemployment among the youth led to the introduction of entrepreneurship/trade subjects at secondary schools in Nigeria” [1]. “In order to achieve the aims and objectives of Marketing Trade subject at secondary schools, both human and non-human instructional resource need to be adequately available” [1].

It was also found that most of the students were unable to acquire the requisite skills for job creation, poverty eradication and sustainability at graduation. Eze [1] found “in the research conducted on entrepreneurship skills acquired by students in trade subjects in Eastern Nigeria that students had been exposed to a various skills and knowledge but had limited evidence of self-employment readiness”. However, Murniati et al [2] found “the positive influence of vocational education on junior high school students' entrepreneurial intention and ability to sell the grown crops in the market of the immediate community”.

Students' respondents emphasized the need for further training and more effective pedagogies for them to be fully ready for self-employment as marketers and entrepreneurs. Eze [1] also had similar findings that “skills acquired did not influence students' readiness for self-employment”. On the contrary, the findings of Murniati et al [2] found “the positive influence of vocational education on junior high school students' entrepreneurial intention and ability to sell the grown crops in the market of the immediate community”.

“Trade subjects were introduced to the senior secondary schools in Nigeria to meet the key targets of the National Economic Empowerment and Development Strategy (NEEDS). This initiative is for entrepreneurship empowerment of youths for employment generation, poverty eradication, and wealth creation in the society” [1]. “The attainment of Nigeria's economic goals becomes a reality when appropriate entrepreneurship empowerment of pre-tertiary institutions students is ascertained” [3].

Olokundun et al [4] found out in their “empirical study conducted on entrepreneurship program in secondary schools in Anambra state, Nigeria that the programme was appropriate in content but lacked experiential instructional approaches that focus on practical skills and enterprise establishment”. Eze [1] found out in the “research conducted on entrepreneurship skills acquired by students in trade subjects in Eastern, Nigeria that students had been exposed to a various skills and knowledge but had limited evidence of entrepreneurship empowerment”.

“Trade subjects otherwise known as entrepreneurial subjects or entrepreneurial education were introduced into the new Senior Secondary School curriculum in Nigeria that was launched by the Federal Ministry of Education on March 14, 2011” [5]. “These includes thirty four (34) subjects by National Examinations Council and thirty-nine (34) subjects by West African Examinations Council meant to cater for the nation's drive towards technological advancement and self-reliance making the total subjects to seventy-seven (77) respective examinations by West African Examination Council and National Examinations Council.

Each school is free to adopt, one or some of the entrepreneurship subjects above for the students and a student must choose one entrepreneurship subject in Senior Secondary 1 (SS1) and offer such until Senior Secondary 3 (SS3). The philosophy behind it is that every senior secondary graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation” (WAEC’ Chief Examiner’s Report, 2018). This however calls for re-considerations taking cognizance of enabling environment and the attending factors.

Entrepreneurship education is now a core subject in Nigerian secondary schools, with the principal purpose of ensuring that each student has an opportunity to become an entrepreneur and each student is an architect of his or her fortunes or destiny. According to [6], “entrepreneurship education is that component of education that prepares an individual and establishes in the person the attitude to incur the risk of going into something new by employing the information and skills obtained in school. This implies that entrepreneurship education helps give students the information, skills, and desire to foster entrepreneurship in a range of situations”. “It creates the attitude and aptitude in a person to seek out investment possibilities in society and be able to start and operate an enterprise successfully based on recognizable opportunities” [7].

Additionally, entrepreneurial education is in reality the core purpose of education. The development of expertise, skills, and attitude allows the learners to perceive life difficulties in whatever shape they may take and to recognize new trends and chances for confronting those challenges in all facets of human existence. It is undoubtedly a significant resource for whole-life education. Entrepreneurship education, according to [8], “is the act of providing people with the capacity to identify business opportunities and the insight, self-esteem, knowledge, and skills to act on them. It entails the turning of an idea into reality. This means that the initiative drive and aptitude to become an entrepreneur are latent in all persons but need reactivation”.

“Entrepreneurship is a worldwide phenomenon closely associated with economic growth. Since entrepreneurship is synonymous with self-employment, it is believed to be an effective

strategy for handling the issue of employability, particularly among the youth” [9]. “Entrepreneurship entities enable reduction in the unemployment rate or what has been termed as the Schumpeter Effect” [10]. “Apart from that, the unemployment rate among youngsters continues to grow nowadays since the number of youth in Nigeria aged below 30 years dominates more than half of the total population. Consequently, Nigeria has a huge number of workforces. This can trigger a demographic disaster if these workers cannot be absorbed by industries. The World Bank representative recently gave a warning on Nigeria’s unemployment problem among youth. It is because the highest rate of unemployment in Nigeria is dominated by people aged 15 to 24years. This is very ironic since the fresh university graduates, vocational school graduates as well as secondary school graduates face difficulty in looking for a job” [10].

What separates entrepreneurial education from other kinds of education is its focus on the achievement of opportunities. These opportunities may be exploited by establishing an enterprise, presenting new goods or ideas, or through doing things in a different manner with the intention of accomplishing goals. It is in the sense that the European Commission [11] portrays “entrepreneurship as an individual’s capacity to convert ideas into action. In entrepreneurial education, the teaching approaches are aimed towards entrepreneurship, student engagement, focus on social interaction, and student orientation. New pedagogical techniques, problem-oriented learning, experiences, and varied co-operations with business life are vital in entrepreneurial education. Connecting entrepreneurship education with the real operations of a company boosts the subject’s motivation. The key objective of entrepreneurship education is to advise students so that they may attain this opportunity technique. Success in this frequently leads to the formation of new firms or many new potential employers”.

“Although, there is strong evidence of the importance of growth aspiring entrepreneurial activity for economic prosperity, less is known about what drives the prevalence of growth-aspiration entrepreneurship at the country level. Previous individual level studies demonstrate a strong link between entrepreneurial growth and entrepreneurs’ human capital. However, little is known about how human capital accumulation at country level influences the prevalence of growth

in entrepreneurship. Generally, the essence of teaching business education is to build in the students, job creation mentality, entrepreneurial intention or culture that will offer them opportunities to anticipate and respond to changes in the business environment” [12]. In view of this, Adejimore & Olufunmilayo stated that there has been a considerable increase in research on how business education influences students to become entrepreneurs.

Since teachers have great influence on students' attitudes towards the subjects they offer, this study aims to investigate teacher's perception on the introduction of entrepreneurship education and explore their attitudes towards teaching entrepreneurship in secondary schools. It seeks to understand how prepared teachers are to teach entrepreneurship, what challenges they face in doing so, and what support they need to effectively incorporate entrepreneurship education into their teaching. Hence, the study evaluate the perception of teachers on entrepreneurship education in public secondary schools in Awka South Local Government Area.

1.1 Statement of the Problem

Entrepreneurship studies was introduced into secondary school curriculum to provide orientation on entrepreneurship culture among the students and changing their mind-set about white collar jobs which will strengthen the students in the creation of new business ventures. Despite this role, there is high rate of unemployment in Nigeria especially among the products of secondary school and graduates of tertiary institutions and this has become an issue of national concern as youths are wasting their youthful age searching for non-existing white collar jobs. This has also resulted to these youths engaging in all sorts of crimes in the society.

Given that entrepreneurship education is developed and introduced into secondary schools to teach and encourage entrepreneurial behaviour among students, the continued high rate of unemployment among the youth suggests that the main aim of business studies seems not being achieved hence the need for the study. In addition, the educational institutions, few as they were, did not remain factories for producing white-collar jobbers with no special profession nor were entrepreneurial skills envisaged in the educational system. In addition, despite the laudable importance of business subjects, the researcher observed that the general behaviour of students towards the subjects is not

impressive and encouraging. In Nigeria, it is unfortunate to mention that business subjects have remained a subordinate discipline in terms of societal recognition, interest and its choice among secondary school students. It is dismal that in Nigeria students believe that business subjects are reserved for students who cannot succeed in areas like science or social science.

Finally, some teachers and students seem not to understand what business subjects is all about and consequently, develop some contempt and aversion for the subjects and continue recommending it to students that are below average. Some teachers believe that commercial subjects such as commerce, economics and principles of accounting are meant for academic misfits and down trodden students with low talent and abilities needed for students to cope with serious educational challenges. This challenge may arise because of lack of skilled manpower and insufficient infrastructure. The study is therefore carried out to examine the evaluation of the perception of teachers on entrepreneurship education in public secondary schools in Awka South Local Government Area.

1.2 Purpose of the Study

The main purpose of study is to investigate teachers' perception on entrepreneurship education as an effective tool for teaching and learning in public secondary schools in Awka South local Government Area.

Specifically, the study sought to:

1. To determine the perception of teachers on entrepreneurship education and the skill acquisition of students in secondary schools in Awka South Local Government Area.
2. To examine the perception of teachers on entrepreneurship education and the innovative skills of students in secondary schools in Awka South Local Government Area.
3. To determine the perception of teachers on entrepreneurship education and entrepreneurial capability of students to willingness to take business risk in Awka South Local Government Area.

1.3 Scope of the Study

The study covers the evaluation of the perception of teachers on entrepreneurship education in public secondary schools in Awka South Local Government Area. The study covers

entrepreneurial education, skill acquisition, innovative skills, entrepreneurial capability and willingness to take business risk. This study is limited to Public Secondary Schools in Awka South Local Government Area in Anambra State. The population of the study consists of all teachers in public secondary schools in Awka South Local Government Area. There are 19 Public Schools in Awka South Local Government Area. This study is strictly limited to only ten (10) schools.

1.4 Research Questions

Based on the purpose of the study, the following research questions are formulated in order to have a clear focus on the subject matter.

1. What are the perceptions of teachers on entrepreneurship education and the skill acquisition of students in secondary schools in Awka South Local Government Area?
2. What are the perceptions of teachers on entrepreneurship education and the innovative skills of students in secondary schools in Awka South Local Government Area?
3. What are the perceptions of teachers on entrepreneurship education and entrepreneurial capability of students to willingness to take business risk in Awka South Local Government Area?

1.5 Hypotheses

The following hypotheses were addressed in this study;

1. The perception of teachers on entrepreneurship education does not significantly enhance skill acquisition of students in secondary schools.
2. The perception of teachers on entrepreneurship education does not significantly facilitate the innovative skills of students in secondary schools.
3. The perception of teachers on entrepreneurship education does not significantly facilitate the entrepreneurial capability of students to willingness to take business risk.

2. LITERATURE REVIEW

Okeke and Afomachukwu (2021) carried out a study on the contribution of business studies towards enhancing students' entrepreneurial

intention in junior secondary schools in Onitsha Education Zone, Anambra State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design and the population of the study consisted of 7, 645 JSS 2 & 3 students from the 32 public secondary schools in the area. Simple random sampling technique was used to select 300 students from 12 selected public junior secondary schools. Data were collected through a 27-item five-point Likert scale questionnaire titled Entrepreneurial Intention Questionnaire (EIQ). The instrument was validated by three experts in the field of business education and measurement and evaluation. The reliability of the instrument was established using Pilot-test and calculation of data using Cronbach alpha method yielded correlation coefficients of 0.86 and 0.90 for clusters B1 and B2 respectively with an overall coefficient value of 0.88 obtained. Mean, standard deviation and t-test were used for data analysis. Findings showed that business studies to a high extent enhances the attitude and perceived behavioural control of students in junior secondary schools in Onitsha Education Zone in Anambra State towards becoming entrepreneurs. Gender influenced students' ratings on the extent business studies enhance their attitude towards becoming entrepreneurs while gender did not influence their ratings as regards perceived behavioural control towards becoming entrepreneurs. The study concluded that students in secondary schools would benefit from effectively delivered business studies as it would enhance their attitude and perceived behavioural control towards entrepreneurial intention. The researchers recommended among others that; Anambra State government should ensure that well equipped and functional entrepreneurial development laboratories are made available for secondary school students.

In addition, Nwachukwu et al (2021) asserted that "entrepreneurship education is considered a vital tool in empowering graduate for self-reliance in creating job opportunity in the economy given the rate of graduate unemployment in the country. The objective of this study is to examine the influence of entrepreneurship education on student's business venturing. The study used a well-structured questionnaire to obtain data from 315 respondents from different tertiary institution in the country. Findings from the study disclosed that Entrepreneurship education have been found to have a significant positive influence on students' intention to venture into business. Thus, that effective entrepreneurship education

which is student oriented and which give room for students to practice and start little businesses while in school, has the capacity to arouse and increase students 'career considerations into entrepreneurship after graduation. It was recommended among others that there should be a strong partnership between the government and private bodies on student's attachment to firms for both mentorship and guidance especially after graduation so as to encourage and motivate them to develop businesses".

Similarly, Manduth (2021) carried out "a study on the extent of the influence of entrepreneurship education on the entrepreneurial intentions of Business students that had completed an entrepreneurship module. The population for this study comprised 187 Business students in the Faculty of Management Sciences, at the Durban University of Technology in South Africa. A longitudinal study was carried out by administering the same questionnaire at the beginning of the semester and again at the end of the semester to undergraduate students that were enrolled for an entrepreneurship module. The findings of the study show that there was a statistically significant difference between the entrepreneurial intentions of students before and after receiving entrepreneurship education. The increase in entrepreneurial intent was found to be attributed to an increase in desirability of entrepreneurship. No significant difference was found in the other two dimensions of entrepreneurial intention namely "self-efficacy" and "propensity to act".

3. METHODOLOGY

3.1 Research Design

This study adopted descriptive research design. This is a design in which groups of items or objects are studied, by collecting and analyzing data from only a few people considered are to be an exact representative of the entire group. The use of descriptive design in this study is to understand what is in a specific situation with an identified population. Also, it was used to gain knowledge in identifying the problem in this study; it was used to obtain the respondents opinion through questionnaire.

3.2 Area of the Study

This study was carried out in Awka South educational zone in Anambra State. The Local

Government Area is situated in the capital territory of Anambra State. Awka south consists of 19 public Secondary schools. Awka South is located at the central part of Awka, in Anambra State that is situated in the Southeast geographical zone of Nigeria. Awka South consist of nine towns that include Amawbia, Mbaukwu, Umuawulu, Isiagu, Awka, Okpuno, Nise, Nibo and Ezinato. The headquarters is located in Amawbia. The population of Awka South is estimated to be 106,142 inhabitants with vast majority of this number being members of the Igbo ethnic group. It has five major streets that span from Ziks Avenue, Works Road and Arthur Eze. In the past, the people of Awka South L.G.A were well known for blacksmithing. Today they are respected among the Igbo people of Nigeria for their technical and business skills.

3.3 Population of the Study

The target population of the study comprised teachers in secondary schools in Awka South Local Government of Anambra State. There are 19 secondary schools and 641 teachers in Awka South Local Government Area of Anambra State (Post Primary Schools Service Commission, 2018).

3.4 Sample Size and Sampling Techniques

The sample frame of this study is focused on teachers in secondary schools in Awka South Local Government of Anambra State. The sample frame of this study is focused on teachers in secondary schools in Awka South Local Government of Anambra State. For this study, stratified random sampling was used in the sample selection. The sample of the study was made up of One hundred and twenty (120) participants. A hat and draw method was used to determine the ten (10) secondary schools from all the secondary schools in Awka South Local Government Area of Anambra State. Subsequently, twelve (12) (both male and female) participants were selected randomly from one each secondary school. Six (6) male teachers and six (6) female teachers making twelve (12) teachers from in Awka South Local Government Area of Anambra State. The required characteristics of interest to the researchers were that selected teachers must be teaching subjects related to entrepreneurship.

3.5 Instrument for Data Collection

The instrument for data collection is a self-developed instrument titled "Evaluation of the perception of teachers on entrepreneurship education (EPTEEQ)". The questionnaire has two sections: section A and section B. Section "A" contained instructions on demographic factors while section "B" contained the main items on variables as captured in the formulated hypotheses. This adopted the Likert four-point rating format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

3.6 Validation of the Instrument

The validation of an instrument refers to the degree to which an instrument accurately measures what it intends to measure. To determine the validity of the questionnaire that is the instrument used, copies were given to two experts from the department of Educational Foundations. The experts were given a copy of the questionnaire for clarity of statements. They also examined the appropriateness of all the items of the questionnaire. Their suggestions and corrections were used in modifying the instrument. The validated instrument was then used for data collection.

3.7 Reliability of the Instrument

The reliability of the instrument carried out through a pilot study tested on 20 participants in secondary schools in Awka South Area of Anambra State. The completed copies of questionnaire were analyzed using split-half method. Each person's scores on each of the two halves were computed and the two sets of scores correlated using Pearson Product Moment Correlation formula with the aid of Statistical Package for Social Science (SPSS) software. The reliability of the scores were estimated using the Spearman-Brown Prophecy formula. This helped to determine the internal consistency of the instrument. The co-efficient value is 0.84 that means the values are moderate, and then the instruments were adjudged reliable for use in the study.

3.8 Method of Data Analysis

The stated research hypotheses were tested using Pearson Product Moment Correlation (PPMC) statistical tool at 0.05 level of significance respectively.

4. RESULTS

4.1 Result Presentation

The results of the findings are presented below as follows:

4.2 Presentation and Analysis of Data

The data used in this study was from One hundred and twenty (120) questionnaires that were randomly distributed to the respondents but at the end of the exercise, only Ninety-five (95) questionnaires were retrieved for data analysis. Pearson Product Moment Correlation (PPMC) statistical tool was used to analyze the hypotheses at 0.05 level of significance.

Hypothesis One: The perception of teachers on entrepreneurship education does not significantly enhance skill acquisition of students in secondary schools.

4.3 Level of Significance 0.05

The Table 1 shows the result of the test of perception of teachers on entrepreneurship education does not significantly enhance skill acquisition of students in secondary schools. The calculated value is 0.21 while the critical value is 0.07 at 0.05 level of significance given 93 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The stated null hypothesis is rejected because the critical r-value (0.07) is lesser than the calculated r-value (0.21). Therefore, the alternative hypothesis of "perception of teachers on entrepreneurship education does significantly enhance skill acquisition of students in secondary schools" was adopted.

Hypothesis Two: The perception of teachers on entrepreneurship education does not significantly facilitate the innovative skills of students in secondary schools.

4.4 Level of significance 0.05

The Table 2 shows the result of the test of perception of teachers on entrepreneurship education does not significantly facilitate the innovative skills of students in secondary

Table 1. PPMC analysis showing the perception of teachers on entrepreneurship education and skill acquisition of students

Source of Variation	X	SD	N	Df	r-cal	r-crit	Decision (0.05)
Skill acquisition	11.09	2.11	95	93	0.21	0.07	Reject H ₀
Entrepreneurship education	13.43	2.78	95				

Table 2. PPMC analysis showing perception of teachers on entrepreneurship education and the innovative skills of students

Source of Variation	X	SD	N	Df	r-cal	r-crit	Decision (0.05)
Innovative skills	10.97	2.18	95	93	0.19	0.07	Reject H ₀
Entrepreneurship education	13.43	2.78	95				

Table 3. PPMC analysis showing perception of teachers on entrepreneurship education and the entrepreneurial capability of students to willingness to take business risk

Source of Variation	X	SD	N	Df	r-cal	r-crit	Decision (0.05)
Entrepreneurial capability	12.56	2.44	95	93	0.21	0.07	Reject H ₀
Entrepreneurship education	13.43	2.78	95				

schools. The calculated value is 0.19 while the critical value is 0.07 at 0.05 level of significance given 93 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The stated null hypothesis is rejected because the critical r-value (0.07) is lesser than the calculated r-value (0.19). Therefore, the alternative hypothesis of “perception of teachers on entrepreneurship education does significantly facilitate the innovative skills of students in secondary schools” was adopted.

Hypothesis Three: The perception of teachers on entrepreneurship education does not significantly facilitate the entrepreneurial capability of students to willingness to take business risk.

4.5 Level of significance 0.05

The Table 3 shows the result of the test of perception of teachers on entrepreneurship education does not significantly facilitate the entrepreneurial capability of students to willingness to take business risk. The calculated value is 0.21 while the critical value is 0.07 at 0.05 level of significance given 93 degree of freedom. Decision rule states that the alternative hypothesis is accepted if the calculated value is greater than the critical value vice versa. The

stated null hypothesis is rejected because the critical r-value (0.07) is lesser than the calculated r-value (0.21). Therefore, the alternative hypothesis of “perception of teachers on entrepreneurship education does significantly facilitate the entrepreneurial capability of students to willingness to take business risk” was adopted.

5. DISCUSSION

Hypothesis One: The perception of teachers on entrepreneurship education does significantly enhance skill acquisition of students in secondary schools. This finding coincide with Gbenedio [13], who stated that “Nigeria cannot make much progress towards the broad attainment of vision 20:2020 unless the government strengthened her educational system. The success of our educational system especially secondary school’s system depends upon a number of factors: the government, the society, students, the teachers’, and the quality of teaching, devotion and effectiveness of the teachers. Entrepreneurship education teachers’ effectiveness could be measured on the ability of the teacher to utilize appropriate techniques to impart in the students’ knowledge, skills and competencies capable of bringing desired positive learning outcome” [14-17].

Hypothesis Two: The perception of teachers on entrepreneurship education does significantly facilitate the innovative skills of students in secondary schools. The findings of the study reveals that entrepreneurship education is a significant predictor of students' innovative skills. From the conclusion of the data analysis, the results show that there is enough reason for the null hypothesis to be rejected which states that the perception of teachers on entrepreneurship education does not significantly enhance skill acquisition of students in secondary schools. Descriptive analysis of data shows that most of the respondents agree and strongly agree with the statement relating to entrepreneurship education and graduate innovative skills. Entrepreneurial status involves the processes an individual goes through in creating new ideas. The innovativeness an individual is the strongest predictors for attaining the status of an entrepreneur. The finding supports [18] that "with the ever-changing world of the internet, the job of an online entrepreneur becomes even more challenging. As an entrepreneur, you would have to be proactive in learning new and innovative things each day in order to give a unique and creative touch to your business, which is an essential feature to stay ahead in the market competition as well as to make a wider mass appeal. It has been observed that most of the successful entrepreneurs have been recognized with their work of creativity and if it comes to an online business, then creativity and innovation become all the more important" [19-23].

Hypothesis Three: The perception of teachers on entrepreneurship education does significantly facilitate the entrepreneurial capability of students to willingness to take business risk. The findings of this study reveals that the alternative hypothesis which states that perception of teachers on entrepreneurship education does significantly facilitate the entrepreneurial capability of students to willingness to take business risk is accepted while the null hypothesis is rejected. Insights gained from the descriptive analysis shows that most respondents strongly agree and agree with the statement relating to entrepreneurial capability and risk taking. Without risk, an entrepreneur cannot succeed in business. This is in line with (Knight, cited in Adesanya, 2017) that the entrepreneurial ability of an individual is defined by how well a given individual is able to deal with this "true" uncertainty and that the entrepreneurial success is determined by it. The risk theory of Knight proposes that the more risky

the business is, the more the business earns profit. Without the willingness and abilities of an entrepreneur to take risk, he/she might not stay long in business [24-27].

6. SUMMARY AND CONCLUSION

This study concludes that the perception of teachers on entrepreneurship education significantly enhance skill acquisition of students in secondary schools. This means that teacher's view entrepreneurship education as a program that will empower students through acquisition of appropriate entrepreneurial knowledge and skills to be self-employed, job creators, employer of labour as well as empower them to face the challenges of globalization, unemployment and poverty. It also concludes that the perception of teachers on entrepreneurship education significantly facilitate the innovative skills of students in secondary schools. This study found out that the perception of teachers on entrepreneurship education does significantly facilitate the entrepreneurial capability of students to willingness to take business risk, these findings therefore validates the theory of planned behaviour by Ajzen and Fishbein (1980).

Based on the findings of this study and subsequent recommendations, it was concluded that education is the transmission of skills, knowledge, vocation and culture and this is usually done through teaching, learning, research and dissemination of the findings for ultimate utilization. Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit from their national economy. It facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability.

5. RECOMMENDATIONS

Based on the findings of this study, the researcher made the following recommendations:

1. Schools should include entrepreneurship courses in their curricula and must ensure that all students regardless of their academic specialization study entrepreneurship.
2. Entrepreneurship education should be grouped according to skills and abilities of students and should be linked to the

academic specialization of each students in a way they can use their knowledge to identify and exploit existing opportunities around them.

3. The learning environment should be conducive enough for learning to encourage students to pursue entrepreneurship.
4. Entrepreneurship education should have the practical aspect whereby students are asked to take up a business project. This therefore helps to build the entrepreneurship behaviour of students in which student's exhibit entrepreneurial traits such as risk taking, innovating new ideas having a clear vision for the business.
5. Entrepreneurship education should also focus on other areas such as identification of business opportunities, how to generate ideas, entrepreneurial financing, entrepreneurial marketing, venture management and social entrepreneurship.
6. Students should be encouraged to write out a business plan, start a business and network with other people that are also in that line of business. Funds or loans should also be provided for students who want to expand or diversify into other lines of business. This therefore helps in boosting the economic growth of the country and reducing the level of unemployment.
7. The entrepreneurial mindset of students should be expanded by enabling them to think outside the box and use their creative mind. This therefore can be done by ensuring that the right facilities must be in place and the teachers must be qualified and equipped with adequate knowledge and skills.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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