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IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION POLICY IN ANAMBRA STATE: COMPARATIVE ANALYSIS OF PUBLIC, PRIVATE AND PUBLIC-MISSION SECONDARY SCHOOL PRINCIPALS COOPERATION WITH INDUSTRIES AND INSTITUTIONS IN ORGANISING ENTREPRENEURIAL TRAINING FOR TEACHERS

Prof. Isaac N. Nwankwo
Department of Educational Management and Policy
Faculty of Education
Nnamdi Azikiwe University, Awka
in.nwankwo@unizik.edu.ng
ORCID: 0009-0003-6798-2571
&
Ezeani, Peter Uzonna
Department of Educational Management and Policy,
Nnamdi Azikiwe University, Awka, Nigeria.
Email: fruzopeezeani7@gmail.co

ABSTRACT

This study was on implementation of entrepreneurship education policy in Anambra state: comparative analysis of public, private and public-mission secondary school principals' cooperation with industries and institutions in organising entrepreneurial training for teachers. One research question guided the study and one hypothesis formulated for the study. The study adopted a descriptive survey research design of comparative type. Population of the study was made up of all the 1,052 principals of State government-owned public, public-mission owned and private-owned secondary schools in Anambra State. The sample constituted 736 principals of the public, public-mission and private secondary schools using proportionate stratified sampling technique. An 8-item questionnaire, titled "Principals' Cooperation with Industries and Institutions for Training of Teachers for Entrepreneurship Education Policy Questionnaire (PCIIETTEEPQ)" was used to gather data. The instrument was validated by three experts and reliability of the instrument determined through a trial test on fifteen principals in Enugu State. Information retrieved from the public, private and public-mission secondary schools were collated using Cronbach Alpha statistics which yielded a reliability coefficient of 0.88, which showed the instrument was reliable and appropriate for the study. Data were collected by the researcher with the help of three research assistants using hand-delivery and face to face contact, and were analyzed using mean scores and standard deviation statistics for answering the research question; while hypothesis tested using ANOVA statistics at 0.05 alpha level of significance. Findings indicated that the extent of collaboration of principals with informal artisanship industries in providing training opportunities for students towards the implementation of entrepreneurship

education policy in Anambra State, were all to a low extent. There was no significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of their cooperation with industries and institutions in organizing entrepreneurial training for teachers towards the implementation of the entrepreneurship education policy in Anambra State. Based on the findings, recommendation was made that: Anambra State Government through the State Ministry of Education, in collaboration with the Post Primary Schools Services Commission should should establish a framework to bolster strong cooperation and partnerships between secondary schools and industries and institutions to a high extent for teachers' entrepreneurial trainings towards the implementation of the entrepreneurship education policy.

Keywords: Implementation; Entrepreneurship Education Policy; Secondary School Principals; Cooperation; Industries and Institutions.

Introduction

Entrepreneurship education is a type of education designed to inculcate skills into youths to be responsible, enterprising individuals who become employers of labour and contribute to the economic development and sustainability of their communities. It seeks to foster innovation, creativity, and self-reliance among young people in the world of work, empowering them to create employment opportunities for themselves and others. By instilling these competencies, entrepreneurship education aims to develop among youths an entrepreneurial mindset, preparing them to contribute meaningfully to their communities and the broader economy (Obundike and Uzoechina, 2015). It is an empowerment for addressing unemployment and reducing the prevalence of social vices such as theft, armed robbery, kidnapping, prostitution, rape, thuggery, electoral malpractices, ritual killings and murder, and other criminal activities (Federal Republic of Nigeria - FRN, 2014).

Entrepreneurship education has gained prominence as a key driver of youth empowerment, job creation, and economic development in Nigeria. In response to achieving the national development goals and addressing the increasing rate of youth unemployment, the Nigerian government mandated the integration of entrepreneurship education into secondary school curricular. Secondary education in Nigeria, serves a critical stage in the educational system, bridging the gap between primary education and higher education or the workforce. The Nigerian government enunciated specific goals and objectives for secondary education, which are:

a. to provide holders of the basic education certificate and junior Arabic and Islamic studies certificate with opportunity for education of a highest level irrespective of gender, social status, religious or ethnic background.
b. to offer diversified curriculum to cater for the differences in talents,

dispositions, opportunities and future roles.

c. to provide trained manpower in the applied sciences, technology and commerce at the sub professional grades.
d. to provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.
e. to develop and promote Nigerian languages, art and culture in the context of world's cultural heritage.
f. to inspire students with a desire for self-improvement and achievement of excellence.
g. to foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity, and
h. to raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2014: 36, pg. 17-18).

The Federal Government introduction of 34 entrepreneurship subjects into the 2014 secondary school curriculum, as enshrined in the National Policy on Education (NPE), was a means of achieving the goals and objectives of secondary education aimed at human capital development and societal advancement. This initiative of inclusion of entrepreneurship education in secondary schools was to equip students with practical skills and an entrepreneurial mindset. To ensure that Nigerian youths benefit maximally from the objectives of entrepreneurship education and to ensure its effective implementation at the secondary school level, the Federal Government outlined several strategic directives in the Policy on Post-Basic Education and Career Development, which one of such directives is: cooperation between industries and institutions in the area of teachers training shall be encouraged (FRN, 2014: 46, pg. 23).

Effective implementation of entrepreneurship education policy in secondary schools, aims to create a conducive environment which facilitates the acquisition of employability skills among students for self-reliance and sustainable national economic growth. Students' employability skills refer to the personal attributes, qualities and competencies that enhance an individual's ability to secure and retain employment. These skills, often termed "soft skills" or "transferable skills," include communication, teamwork, literacy, numeracy, interpersonal skills, computer literacy, problem-solving, critical thinking, organization, management, leadership, creativity and innovation (Homden, 2020). Entrepreneurship education plays a pivotal role in developing these skills, thereby, reducing poverty and unemployment by creating employment opportunities (Nwosu, 2015). It provides young graduates with the training and support necessary to establish careers in micro, small, and medium-sized enterprises. Therefore, a well-defined policy framework is essential to guide and ensure its effectiveness implementation.

A policy, according to Olumuyiwa, Akinkuowo, and Kareem (2014), is a system of guidelines designed to direct decisions and achieve rational outcomes, often expressed as statements of intent implemented through procedures. Ogunode and Adah (2020) added that policy may be written or unwritten, serving as a framework for current and future decisions by educational managers. In essence, policy sets objectives and outlines strategic actions for their achievement. Among the various types of educational policies, entrepreneurship education policy remains a vital one. Entrepreneurship education policy refers to the strategic framework and set of government or institutional guidelines designed to promote the teaching and learning of entrepreneurial skills, values, and mindset at various levels of education to foster self-reliance and job creation (Nwabuoku and Akomolafe, 2022). It is aimed at developing entrepreneurial mindset in the students and preparing them for success in the world of work. Therefore, entrepreneurship education policy is a set of guidelines, ideas or plan that directs or provides course of actions for effective teaching and learning of entrepreneurship education. It provides the objectives, proposes the ways and means of attaining the set objectives. According to the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education, entrepreneurship education policy emphasized collaboration with local artisans, micro, small and medium-scale industries for both student training and teacher capacity building.

All the above of course, calls for effective implementation of entrepreneurship education policy whose provision was made in the national policy on education. Policy implementation therefore, as defined by Ehrens (2022) is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, or standard for doing something. It is the action that must follow any preliminary thinking in order for something to actually happen. It is equally the process of putting a decision or plan into effect. The effective implementation of entrepreneurship education policy can be realized within public, private and public-mission secondary schools through the strategic leadership and operational roles of school principals. The principals, whether public, private and public-mission school, engages in certain actions, practices and decisions in order to implement the entrepreneurship education policy in school. He or she sees to the day to day activities of the school. They perform several functions such as administrative functions, among others, including policy implementation (Akpakwu, 2012). Secondary school principals are equally responsible for the effective teaching and learning of the entrepreneurship subjects which will foster a culture of innovation, creativity, determination, perseverance and self-reliant skills among its youth, thereby, produce individuals with entrepreneurial mindset for economic growth and development. It is part of the principal's responsibility to ensure effective policy implementation for attainment of educational goals and

objectives in the public, private and public-mission secondary schools.

In secondary school management, it is a common practice to categorize secondary schools into the public and private schools, but in Anambra State due to its peculiar case, secondary schools are categorized into three- the public, private and public-mission secondary schools. Public secondary schools are ones owned, managed and funded by the state or national governments. A public secondary school refers to an institution where students receive education at the secondary level, supported financially by government resources and open to all eligible students within a designated area. These schools provide tuition-free education or charge minimal tuition fee from students. These public secondary schools have such characteristics as being owned and financed by government through taxpayers' fund, accessibility to all eligible students, a comprehensive curriculum that offers a diverse range of academic subjects, extracurricular activities, and support services to cater to the diverse needs and interests of students. These schools employ certified teachers who are trained to deliver quality instruction, facilitate student learning, and support academic and personal growth. The government ownership and management makes public secondary school different from the private secondary school.

Private schools are also known as an independent secondary school, because they operate independently of the government or public funding. They are funded through tuition fees, donations, grants and endowments rather than through taxpayer funding. The owner sees to the recruitment, payment of staff, admission of students, provision of infrastructure and what so ever needed for the operation of the school. Private secondary schools take charge of their curriculum, teaching methods, admissions processes, and extracurricular activities compared to public schools. The above outlined characteristics of private secondary schools shows why it is different from the public secondary schools and as well different from the public-mission school, which seems to be a hybrid of the two.

The public-mission secondary schools are the schools that were forcefully taken over by the government and later returned to their original owners, the missions. However, even though these schools have been returned to their owners, they receive government support through funding, recruitment and posting of teachers to the schools, provision of facilities and supervision of teaching and learning process. The mission also provides facilities for teaching and learning, conducts admission of students through examination, conducts supervision of teaching and learning process. They charge students boarding and development fee and enjoy support from the PTA. The management structure and environment are quite different from the purely public, purely private owned secondary schools. Public-Mission schools have both government and church policies that guide actions, decisions, operations, appointments, financial management,

admissions and hierarchical/administrative structure. The various missions that own the schools manage the schools through principals posted to them by the government. The principal sees to the day-to-day running of the school to achieve the objectives of the national and Church educational policies, under the manager who is the representative of the Bishop of the mission. So, these public-mission secondary schools seem to be hybrid of the public and private secondary schools' good qualities. They possess the qualities of mission and public schools. In the three categories of secondary schools in Anambra state, the principals take actions and decisions and engage in some practices to implement the national and entrepreneurship education policy for students' employability skills.

Effective implementation of entrepreneurship education in secondary schools is particularly vital in Anambra State, being a region known for its strong commercial and entrepreneurial culture. Secondary school principals, being administrative heads, see to translating educational policies into actionable programs. One of their many responsibilities towards effective implementation of entrepreneurship education is fostering cooperation with industries and institutions for teacher training for the delivery of entrepreneurial content. The extent to which this role is effectively carried out influences the quality and outcomes of entrepreneurship education. Due to the fact that secondary schools- public, private, and public-mission in Anambra State operate under different ownership structures, they are not the same in governance structures, administrative autonomy, capacity for external partnerships, access to and funding structures. Public schools are under strict government regulations with limited funding, while private schools enjoy flexibility in management styles and quicker decision-making processes. Public-mission schools, on the other hand, enjoy combination of government support and that of faith-based management structures, which results in a hybrid administrative practices. These governance and administrative differences raises the need to compare how these three categories of school principals manage cooperation with industries and institutions for teacher training for the delivery of entrepreneurial content towards entrepreneurship education policy implementation.

From the look of things, it seems as if cooperation with industries and institutions for teacher training for the delivery of entrepreneurial content has not been well-implemented and actualized in public, private and public-mission secondary schools in Anambra State. This is manifest in the poor teaching of entrepreneurship education in the secondary schools. Many secondary schools lack well trained teachers entrepreneurially that will lead the students on practical training. Many principals have failed to foster cooperation with the industries and institutions in order to provide training for both teachers and students. Most of the principals also have failed to constantly monitor the school programme and teachers' classroom activities in their schools as

observed in most empirical studies. This poor situation continues to draw the attention of education stakeholders to find solution to the problem of implementation of entrepreneurship education policy. This situation has as well necessitated the researcher's comparison of public, private and public-mission principals' cooperation with industries and institutions for teacher training in implementation of entrepreneurship education policy in Anambra State.

For some scholars, private and private-mission secondary schools perform better than the public schools because of ownership, management styles and quality control system. Studies like those of Rosado and Seabra (2015), the private schools maintain quality standards as a result of their pattern of administration, free to choose which teacher to hire, salary they wish to pay and are capable of attracting the professionals with the most desirable skills. For the public secondary school, scholars like Azunda-Wejinya, Agabi and Ohia (2020) observed that they are more efficient in the provision of effective teaching and learning due to the opportunities to employ qualified and well-experienced teachers than most of the private schools. The public-mission secondary schools perform very well too since they are a hybrid of the public and private secondary schools' good qualities. Scholars like Agundu and Onyali (2021), Omenyi and Umeh, (2023) posit that public-mission schools fare better due to the combination of government financial support and management provided by the missions.

There are documented challenges in existing studies in Nigeria on implementation of entrepreneurship education which include among others low cooperation and collaboration with industries and insufficient teacher training. Yet, many of these studies did not compare school types, thereby overlooking the variations in implementation practices that may stem from differences in ownership and administrative structure. A comparative understanding is crucial for policymakers, educators, and stakeholders for identifying the strengths and weaknesses of each school type and for providing targeted recommendations and interventions that enhance policy implementation which address the unique needs and challenges faced by schools operating under varying institutional frameworks. Due to the necessity for an improved entrepreneurship education in Anambra State, a comparative analysis of public, private, and public-mission secondary school principals' roles becomes essential to give an insight on how varying school contexts affect its implementation. This study, therefore, tries to find out how principals in these three categories of secondary schools differ in their cooperation with industries and institutions for teacher training in implementation of entrepreneurship education policy.

A mixed-method of interviews, surveys and document analysis was used as the study focused and compared how principals of public, private and public-mission secondary schools cooperated with industries and institutions for teacher training and

development towards effective students practical training employability skills. The present study also sought to identify best practices, areas for improvement, and potential policy interventions to enhance principals and industries partnership initiatives in various secondary schools in Anambra State through investigating the various approaches employed in implementing the directive of cooperation with industries for entrepreneurship education. This study aims to contribute to the ongoing discourse on entrepreneurship education policy implementation particularly in Anambra state and Nigeria in general. It sought evidence-based strategies that will improve the quality and impact of entrepreneurship education, and improve the culture of creativity, innovation and economic motivation and competence among the youth that graduate from secondary schools in Anambra State.

A comparative analysis of how principals in secondary schools in Anambra State partner with industries and institution for teacher training towards the implementation of entrepreneurship education policy becomes necessary. This background necessitated the present study on Implementation of Entrepreneurship Education Policy in Anambra State: Comparative Analysis of public, private and public-mission Secondary School Principals Cooperation with Industries and Institutions.

Statement of the Problem

In spite of the fact that entrepreneurship education has been acknowledged globally as a vital tool in equipping students with practical skills, fostering creativity and innovation, for sustainable livelihood, self-reliance and socio-economic development, it seems the achievement of the objectives of its introduction into the secondary school curriculum by the Federal Government of Nigeria have failed. More so, in Anambra State, this policy initiative has been implemented for years in public, private and public-mission secondary schools, with principals serving as the key instructional leaders responsible for its execution, many secondary school students graduate still lacking the practical entrepreneurial skills requisite for self-employment or gainful employment. This skill deficiency has contributed to the high rate of youth unemployment and growing involvement of young people in social vices such as murder and armed robbery, theft, cybercrime (e.g., "yahoo-yahoo"), kidnapping, rape, 419. These unpleasant outcomes raise serious concerns from education stakeholders and the researcher too about the effectiveness of partnership with industries and institutions for entrepreneurial training of teachers towards effective implementation of entrepreneurship education policy in secondary schools. This situation has equally become worrisome and seems to have created a gap that needs to be filled by the present study.

Observations from education stakeholders continue to suggest inadequate entrepreneurial training of teachers due to low levels of cooperation with industries and institutions by the public, private and public-mission secondary school principals. These

gaps significantly hinder the successful translation of entrepreneurship education policy into meaningful student outcomes. In Anambra State, these challenges persist across secondary schools, but it is unclear whether the extent of the problem is uniform across different school ownership types. However, existing literature rarely compare the implementation practices of principals based on school ownership, leaving a critical gap in knowledge. Without comparative evidence, policymakers cannot design tailored interventions for each school type, and school administrators cannot benchmark their performance against others. This lack of comparative understanding raises concerns as to whether some school types may be lagging behind in collaborating with industries and institutions effectively.

The problem of this study, therefore, is that there is insufficient empirical evidence comparing the public, private, and public-mission secondary school principals' cooperation with industries and institutions for training of teachers for effective implementation of entrepreneurship education policy in Anambra State. Hence, it becomes difficult to determine which school type is doing better, where gaps exist, and what targeted interventions are needed to enhance entrepreneurship education delivery across the state. Therefore, this study sought to fill this gap by systematically comparing the extent to which principals across the three categories of secondary schools implement one of the key components of the entrepreneurship education policy-cooperation with industries and institutions for teacher training. It aimed to assess their efforts which as well promotes students' acquisition of entrepreneurial competencies for self-reliance. This present study investigates the implementation of entrepreneurship education policy in Anambra State as it compares the public, private and public-mission secondary school principals' cooperation with industries and institutions for teachers practical training.

Research Question

The study was guided by a research question;

1. To what extent do public, private and public-mission secondary school principals cooperate with industries and institutions in organizing entrepreneurial training for teachers towards the implementation of entrepreneurship education policy in Anambra State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of cooperation with industries and institutions in organizing entrepreneurial training for teachers towards the implementation of the entrepreneurship education policy in Anambra State

Research Method

The study adopted descriptive survey research design, the comparative type in which a field investigation was carried out by drawing some samples from given large

population of principals from the public, private and public-mission secondary schools and studying them. Thereafter, comparison was made in the three groups. The study was carried out within the six education zones in Anambra State. The population of this study comprised 1,052 principals of State government-owned public, public-mission owned and private-owned secondary schools in Anambra State. The breakdown consisted of 223 state public secondary school principals, 44 public-mission secondary school principals and 785 private secondary school principals in the six education zones in Anambra State. Using proportionate stratified sampling technique, a sample size of 736 principals of the public, public-mission and private secondary schools were used for the study, which consisted 156 public secondary school principals, 31 public-mission secondary school principals and 549 private secondary school principals were sampled for this study. Seventy percent (70%) of the public, private and public-mission secondary schools and their principals were sampled from each of the six education zones in Anambra State. Haven placed them according to stratum in their six (6) education zones, selection was made. The research instrument, an 8-item questionnaire, titled "Principals' Cooperation with Industries and Institutions for Training of Teachers for Entrepreneurship Education Policy Questionnaire (PCIIETTEEPQ)" was developed by the researchers. The 8-item instrument was structured to elicit information based on public, private and public-mission secondary school principals' cooperation with industries and institutions for training of teachers in implementation of entrepreneurship education policy in Anambra State. Items on the instrument (PCIIETTEEPQ) was measured on a 4-point scale and rated as: (a) Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point, as response items for the statements in the research instrument. The research instrument - PCIIETTEEPQ questionnaire was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. One was consulted from the Department of Educational Management and Policy, another from the Department of Technical and Vocational, and one other from the Department of Educational Foundations (Measurement and Evaluation Unit). Copies of instrument was given to the experts to determine the face validity of the instrument in line with the purpose of the study, research question and hypothesis. The experts examined the items on the questionnaire as regards to their sentence construction, appropriateness of language, adequacy of questions in relation to the purpose, research question and hypothesis. The comments and corrections from the three experts were incorporated and modifications made on the instrument. Reliability of the instrument was determined using 15 principals, which consisted of 4 State public and 3 public-mission secondary schools and 8 private secondary schools in Enugu State as a sample and a trial test administered on them. Information retrieved were measured using the Cronbach Alpha method, and reliability coefficient of internal

consistency of 0.88 was arrived at. This showed that the instrument was reliable and appropriate for this study. The researcher with the help of three research assistants used a direct, hand-delivery and face-to-face contact with the principals as respondents, who were sampled for the study. The researcher also took copies of the questionnaire to the Post Primary Schools Service Commission (PPSSC) zonal offices at Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha including some of the education secretaries of the public-mission secondary schools, who contacted some of the principals to fill the questionnaire on the spot. The distribution and retrieval of all 736 copies of the questionnaire printed and distributed to the respondents in the public, private and public-mission secondary schools in Anambra state took a duration of three weeks. The mean score was used to answer the research questions and the standard deviation used to determine the homogeneity of response to the items in the instrument. Also, the mean score and standard deviation for each item representing each research question in the various clusters was computed separately for both the principals in the State public, private and public-mission secondary schools. The decision rule was on 2.50 rating. The standard deviation (SD) was used to describe the spread of scores from the mean. The hypotheses were tested at an alpha (α) level of 0.05 significance using ANOVA statistics to determine the statistical differences in the mean ratings from the responses of the principals in the public, private and public-mission secondary schools in Anambra State.

Presentation of Results

Research Question: To what extent do public, private and public-mission secondary school principals cooperate with industries and institutions in organizing entrepreneurial training for teachers towards the implementation of entrepreneurship education policy in Anambra State?

Table 1: Mean and Standard Deviation Ratings on Public, Private and Public-Mission Secondary School Principals' Cooperation between Industries and Institutions in Organizing Entrepreneurial Training for Teachers

S/N		Resp.	*M*	*SD*	Decision
1.	Opportunities are provided for teachers to undertake apprenticeship or industrial traineeship in any aspect of entrepreneurship education	Public	2.04	0.90	Low Extent
		Private	2.69	1.08	High Extent
		Mission	2.32	1.12	Low Extent
2.	Teachers constantly engage in on-site training at suppliers' factories to improve their skills in teaching entrepreneurship education in school	Public	2.15	0.83	Low Extent
		Private	2.56	1.11	High Extent
		Mission	2.23	0.91	Low Extent
3.	School vacation industrial training programmes are organized for teachers to improve their knowledge in entrepreneurship education subjects	Public	2.28	0.85	Low Extent
		Private	2.59	1.05	High Extent
		Mission	2.58	1.16	High Extent
4.	On-the-job training through job coaching, mentorship with industries are organized or teachers in entrepreneurship education subject areas	Public	2.03	0.80	Low Extent
		Private	2.21	1.10	Low Extent
		Mission	2.29	1.02	Low Extent

5. Teachers engage in training the trainer method with industries to boost their skills in teaching entrepreneurship education subjects	Public	2.91	0.91	High Extent
	Private	2.63	1.06	High Extent
	Mission	1.97	0.90	Low Extent
6. Industrial training in the areas of vocational, production and maintenance are conducted for teachers in entrepreneurship education	Public	2.17	0.78	Low Extent
	Private	2.32	1.15	Low Extent
	Mission	2.19	1.03	Low Extent
7. Capacity development training learning through transaction with local and external agents are provided for teachers in entrepreneurship education	Public	2.06	0.96	Low Extent
	Private	2.66	1.11	High Extent
	Mission	2.71	1.08	High Extent
8. Workshops, seminars, excursions are conducted for teachers as support mechanisms by public institutions to update their knowledge in entrepreneurship education subject areas	Public	3.12	0.88	High Extent
	Private	2.64	1.11	High Extent
	Mission	2.74	0.98	High Extent
Grand Mean and Standard Deviation Scores	**Public**	**2.34**	**0.95**	**Low Extent**
	Private	**2.54**	**1.11**	**High Extent**
	Mission	**2.38**	**1.06**	**Low Extent**

Table 1 presents the mean and standard deviation ratings on the cooperation between public, private, and public-mission secondary school principals with industries and institutions in organizing entrepreneurial training for teachers. Private schools consistently demonstrate a higher level of engagement in teacher training initiatives with industries and institutions. This is evident in items like providing opportunities for apprenticeship (Item 1), on-site training (Item 2), and school vacation industrial training (Item 11), where private schools show a 'High Extent' of cooperation. Public schools show a 'High Extent' of cooperation in Item 5 (Teachers engage in training the trainer method) and Item 8 (Workshops, seminars, excursions are conducted for teachers as support mechanisms by public institutions to update their knowledge). However, public and public-mission schools generally show a 'Low Extent' of cooperation across most items, indicating a need for increased engagement with industries and institutions to enhance teacher training in entrepreneurship education. The disparity in teacher training cooperation suggests that teachers in public and public-mission schools may have fewer opportunities to update their skills and knowledge in entrepreneurship education compared to their counterparts in private schools.

The Grand Mean and Standard Deviation Scores of public secondary schools (M = 2.34; SD = 0.95), private secondary schools (M = 2.54; SD = 1.11), and public-mission (M = 2.38; SD = 1.06) indicate varying levels of cooperation among the school types. Private secondary schools show a 'High Extent' of cooperation, while public and public-mission schools show a 'Low Extent'. This suggests that private schools are more actively involved in seeking external training opportunities for their teachers.

Hypothesis: There is no significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of

cooperation between industries and institutions in organizing entrepreneurial training for teachers towards the implementation of the entrepreneurship education policy in Anambra State.

Table 2: Descriptive of Mean Ratings of Principals from Public, Private and Public-Mission Secondary Schools Regarding the Extent of Cooperation between Industries and Institutions in Organizing Entrepreneurial Training for Teachers Towards the Implementation of the Entrepreneurship Education Policy in Anambra State

School Type	N	Mean	Std. Deviation
Public Secondary Schools	156	18.7308	6.49997
Private Secondary Schools	549	20.3024	8.56531
Public-Mission Secondary Schools	31	19.0323	7.97280
Total	736	19.9158	8.16370

Table 2 gives the descriptive data for the principals' mean judgements on the level of cooperation between industries and institutions in conducting entrepreneurial training for teachers. A total of 736 principals contributed to this analysis. Private secondary schools reported the highest mean rating (M = 20.3024, SD = 8.56531), showing that principals in these schools see a larger degree of cooperation. Public-mission secondary schools had a mean rating of 19.0323 (SD = 7.97280), whereas public secondary schools had the lowest mean rating (M = 18.7308, SD = 6.49997). These initial descriptive insights suggested some difference in perceived cooperation levels across the three school types, with private schools again appearing to have a more positive image.

Table 3: Levene's Test of Homogeneity of Variances Prior to Conducting the ANOVA

Levene Statistic	df1	df2	Sig.	Decision
20.687	2	733	.000	Assumption not met

Levene's Test for Homogeneity of Variances was undertaken to assess the assumption of equal variances across the groups, as shown in Table 3. The test got a Levene Statistic of 20.687 with 2 and 733 degrees of freedom, and a significance value (p) of .000. Since the p-value (.000) is smaller than the standard alpha level of .05, the assumption of homogeneity of variances is violated. This result revealed that the variances of the groups are significantly different, thus necessitating the employment of robust post-hoc tests, such as Games-Howell, for any following pairwise comparisons if the overall ANOVA result were significant.

Table 4: One-Way ANOVA of Principals from Public, Private and Public-Mission Secondary Schools Extent of Cooperation between Industries and Institutions in Organizing Entrepreneurial Training for Teachers Towards the Implementation of the Entrepreneurship Education Policy in Anambra State

Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	325.310	2	162.655			
Within Groups	48659.467	733	66.384	2.450	.087	Not sig.
Total	48984.777	735				

$\alpha = .05$

Table 4 shows an independent-samples, One-Way ANOVA was performed to determine if there was a significant difference in the mean ratings of principals from public, private, and public-mission secondary schools regarding the extent of cooperation between industries and institutions in organizing entrepreneurial training for teachers. As given in Table 4, the ANOVA results showed an F-statistic of 2.450 with 2 and 733 degrees of freedom, and a significant value (p) of .087. Given that the p-value (.087) is greater than the specified alpha level of .05, the tested hypothesis was kept. This demonstrated that there is no statistically significant variation in the mean assessments of principals across the three school types about the level of cooperation between industries and institutions in providing entrepreneurial training for teachers.

The analysis revealed that there is no statistically significant difference in the mean ratings of principals from public, private, and public-mission secondary schools regarding the extent of cooperation between industries and institutions in organizing entrepreneurial training for teachers towards the implementation of the entrepreneurship education policy in Anambra State ($F(2, 733) = 2.450$, $p = .087$). This finding revealed that, despite some slight numerical differences in the mean ratings among the school types, these changes are not statistically significant. Therefore, it can be inferred that the perceived amount of cooperation in providing entrepreneurship training for teachers did not significantly differ between public, private, and public-mission secondary schools in Anambra State.

Table 5: The Games-Howell Post-Hoc for Pairwise Comparisons of Mean Ratings of Principals from Public, Private, and Public-Mission Secondary Schools

(I) Group variables	(J) Group variables	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Public Secondary Schools	Private Secondary Schools	-1.57160*	.63597	.037	-3.0690	-.0742
	Public-Mission Secondary Schools	-.30149	1.52359	.979	-4.0160	3.4130
Private Secondary Schools	Public Secondary Schools	1.57160*	.63597	.037	.0742	3.0690
	Public-Mission Secondary Schools	1.27011	1.47788	.669	-2.3512	4.8914
Public-Mission Secondary Schools	Public Secondary Schools	.30149	1.52359	.979	-3.4130	4.0160
	Private Secondary Schools	-1.27011	1.47788	.669	-4.8914	2.3512

*. The mean difference is significant at the 0.05 level. α = .05

Despite the non-significant overall ANOVA result, a cursory analysis of the post-hoc test Games-Howell, Table 5, provides further information. The Games-Howell post-hoc test, which is resilient to violations of homogeneity of variances, indicated a significant mean difference between public secondary schools and private secondary schools (Mean Difference = -1.57160, p = .037). This revealed that while the overall difference was not significant, private secondary schools likely to report a larger extent of collaboration compared to public secondary schools. No other significant pairwise differences were observed.

Discussion of Findings

This finding indicated that the extent of cooperation between public, private, and public-mission secondary school principals with industries and institutions in organizing entrepreneurial training for teachers towards the implementation of entrepreneurship education policy in Anambra State, was to a low extent for the public and public-mission schools. While the private schools consistently demonstrated a higher level of engagement in teacher training initiatives with industries and institutions. The private schools were more actively involved in seeking external training opportunities for their teachers.

The hypothesis test indicated that the perceived amount of cooperation in providing entrepreneurship training for teachers did not significantly differ between public, private, and public-mission secondary schools in Anambra State. This hypothesis agrees and corroborates with the hypothetical finding of Tongshuwal (2015) study on improving collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State, which revealed that there was no significant difference between

the mean responses of industrial supervisors and technical teachers on those industry-based activities that would improve school-industry collaboration in electrical installation and maintenance in technical colleges in Plateau State. This finding further implied that opportunities were provided for teachers to undertake apprenticeship or industrial traineeship in any aspect of entrepreneurship education to a low extent in both the public and public-mission secondary schools; as compared to the private secondary schools which provided this industrial traineeship to a high extent for their teachers. Also, teachers constantly engaged in on-site training at suppliers' factories to improve their skills in teaching entrepreneurship education to a low extent in the public and public-mission secondary schools, as compared with the private secondary schools which engaged in on-site training at suppliers' factories to improve teachers' skills in teaching entrepreneurship education to a high extent. School vacation industrial training programmes were organized to a low extent for teachers in the public secondary schools to improve their knowledge in entrepreneurship education subjects. Meanwhile, teachers in the private and public-mission secondary schools participated in the school vacation industrial training programmes to a high extent.

On-the-job training through job coaching, mentorship with industries were organized to a low extent for teachers in entrepreneurship education subject areas in all the secondary schools, that is, the public, private and public-mission secondary schools. Meanwhile, teachers in the public-mission secondary schools engaged in training the trainer method with industries to boost their skills in teaching entrepreneurship education subjects to a low extent, when compared with those in the public and private secondary schools which engaged in training the trainer method with industries to a high extent. Industrial training in the areas of vocational, production and maintenance were conducted for teachers in entrepreneurship education to a low extent in the public, private and public-mission secondary schools. Besides, capacity development training through transaction with local and external agents were provided for teachers in entrepreneurship education in the public secondary schools to a low extent, when compared to those in the private and public-mission secondary schools which provided this training to a high extent. Moreover, workshops, seminars, excursions were conducted for teachers as support mechanisms by public institutions to update their knowledge in entrepreneurship education subject areas in the public, private and public-mission secondary schools to a high extent. This finding corroborates and agrees with the findings of Onajite (2016) study which indicated that the partnership between the educational institutions and industrial organization in Delta State was weak. This finding also agrees with the findings of Umar (2020) study on policy and implementation mismatch: an evaluation of Nigeria's compulsory entrepreneurship curriculum from educational management perspective which found out that 71% of the teachers teaching the vocational subjects were not qualified to teach the subjects,

meaning they lacked the necessary training and skills to teach the subject; and the 71% of the students were not willing to practice the vocation learnt as trade, due to teachers inefficiency. This finding also relates with the findings of Onajite and Oyerinde (2017) study on promoting institutional collaborations for capacity improvement of business educators in tertiary institutions in Delta State which discovered that only quite a limited number of business education lecturers collaborated outside their institution as way of promoting institutional collaborations for capacity improvement in the tertiary education sector in Delta State. Altogether, the lecturers' rate and level of collaboration was low and minimal.

The findings of Tongshuwal (2015) study confirmed industry-based skills that could improve collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State. This study finding deviates and it is at variance with the policy directives of the Federal Republic of Nigeria (FRN, 2014) who directed in the National Policy on Education (NPE) that there should be effective cooperation between industries and school to support training of teachers in entrepreneurship taught subjects in the secondary schools. In regards, for effective implementation of entrepreneurship education policy in the public, private and public-mission secondary schools, teachers need to have the requisite or rightful and up-to-date pedagogical skills, competence and knowledge that will aid their efficiency in teaching the subject. This competence and knowledge would enable them teach these entrepreneurship subjects efficiently in their shools. Entrepreneurship education subjects provide career and technical education for students in secondary schools which makes it important that teachers become aware of and familiar with the different intensive practical training programmes, in order to, effectively utilize them in teaching these subjects.

Conclusion

This study, based on its findings, concludes that the public, private and public-mission secondary school principals' cooperation with industries and institutions in organizing entrepreneurial training for teachers in implementation of entrepreneurship education policy in Anambra State was to a low extent.

However, the study revealed that across all school types, principals' cooperation with industries and institutions for teacher training was insufficient, while private schools demonstrated a comparatively higher level of engagement initiatives and actively involved in seeking external training opportunities for their teachers. This was not enough to significantly bridge the gaps in practical exposure and skills acquisition.

These findings indicate that the directive on cooperation with industries/institutions in organizing entrepreneurial training for teachers in entrepreneurship education policy is not being fully implemented in secondary schools across Anambra State, and without targeted interventions, its intended impact on equipping teachers with entrepreneurial

practical know-how that will enable them inculcate into the students' requisite entrepreneurial skills will remain insufficient. This state of affairs which majorly affects the public and public-mission secondary schools more than the private secondary schools makes it difficult for some schools to achieve their goals, making it difficult for quality to be attained in the schools' administration.

Recommendations

Based on findings and conclusion, it is recommended that Anambra State Government through the State Ministry of Education, in collaboration with regulatory boards, such as, the Post Primary Schools Service Commission (PPSSC) should establish a framework to bolster strong cooperation and partnerships between secondary schools and industries and institutions for teachers' entrepreneurial trainings. More so, the public and public-mission secondary school principals should emulate the private secondary school principals' proactive approach by partnering more extensively with industries, institutions and vocational centres to a high extent in order to organize continuous professional development programmes for entrepreneurship education teachers which is vital for effective implementation of entrepreneurship education policy in the State.

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