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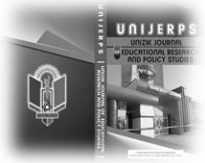
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HUMAN RESOURCE ENTREPRENEURSHIP MANAGERIAL CHALLENGES IN THE IMPLEMENTATION OF ENTREPRENEURSHIP STUDIES IN SECONDARY SCHOOLS ENUGU STATE

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ABSTRACT

The purpose of the study was to determine extent of human resource managerial challenges in public secondary schools in private secondary schools in the implementation of entrepreneurship studies in Enugu State. This study was conducted in Enugu State. All the public and private secondary schools in the area were studied. The descriptive survey research design was used for this study. The population for the study comprised 569 principals in public and registered private secondary schools in Enugu State. There was no sampling as the entire population was studied. A researcher-developed questionnaire titled "Human Resource Entrepreneurship Managerial Challenges Questionnaire (HREMCQ)" was the instrument for data collection. The face validity of the instrument was determined using three experts. The test re-test method was used to determine the reliability of the instrument with thirty (30) principals in Anambra State. The obtained scores were analysed using Cronbach alpha. The co-efficient of 0.82 was obtained for the instrument. The researcher collected the data with the help of six research assistants who are vice-principals in their schools. Mean was used in answering the research questions while the null hypothesis was tested at 0.05 level of significance using t-test. Findings indicated that there are low human resources for the implementation of entrepreneurship studies in public and public secondary schools in Enugu State. Part of the recommendations was that the parents-teachers association should be encouraged through school based management committee to employ PTA teachers of entrepreneurship in secondary schools in the state.


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Introduction

Entrepreneurship education contributes significantly sustainable development of both individuals and the nation. It is part of this reason that Nigeria introduced it into the nation's education system. Not only that entrepreneurship education can curtail the incidence of unemployment among Nigerian populace through job creation, it can also equip citizens with necessary skills that will enable them to be contributing members of their society.

Obiekezie and Onyechi (2010) defined entrepreneurship as aims to provide meaningful training for the individual to make them self-reliant and subsequently encourage them to derive profit and be self-independent. Obiekezie and Onyechi also stated that entrepreneurship education is the training that emphasizes the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him within the limits of his capability. Entrepreneurship education is a specialized training given to persons to acquire skills, ideas and management abilities necessary for self-reliance (Osuala, 2004; Duru, 2006). The researcher defines entrepreneurship education as the aspect of general education that provides the recipients with entrepreneurship skills and knowledge. Such skills or knowledge enables them to be entrepreneurs capable of creating jobs and generating incomes.

Halfdan (2002) outlined the current trend used in integrating entrepreneurship education in schools. He mentioned that learners are presented to self-employment carrier option through the compulsory "guidance and counselling awareness development". Attitude formation is the main objective of this very general and basic provision which is compulsory for all learners in junior secondary school (JSS) and senior secondary school (SSS) and even primary schools. This is an important strategy that can also be used to motivate potential entrepreneurs in secondary schools. As could be understood from the above, involving the students in entrepreneurship education will motivate them into planning and how to start and run a business of their own. This is because, entrepreneurship education is the teaching of knowledge and skills that will enable the students to plan, start and run a business.

Usman (2007) observed that counsellors provide training innovative skills and knowledge to students which will enable

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them to cope in life. Anyamene, Anyachebelu and Izuchi (2010) stated some strategies used by the counsellors in promoting entrepreneurship.

1. Organizing seminar/workshop for students.
2. Assisting students to understand and channel their talents.
3. Helping them to develop positive attitude and self- confidence in understanding self-employment ventures.
4. Motivating students to undertake entrepreneurship education.
5. Promoting self-evaluation in students.
6. Counselling the students to understand area of interest. (p.179)

Awojobi (2006) explained that the entrepreneurship programme is to encourage and train graduates of secondary schools to track up self-employment since entrepreneurship enhances self-employment or self, reliance and promotes national survival. The current massive unemployment of both youths and adults arising from the global economic recession has combined with other related factors to cause the Nigerian federal government to emphasis the need for all Nigerian citizens to strive for self-reliance through self-employment. This led to the introduction of entrepreneurship education from primary and secondary school levels (so as to catch them young) and further in tertiary institutions. It is therefore, essential to identify potential ones early at the primary and secondary levels and motivate them into becoming successful entrepreneurs in future. Junaid (2009) affirmed that an entrepreneurship teacher will inculcate the spirit of skill acquisition into a child at early childhood. Besides basic education, Obiechina (2006) noted that an emphasis has been made earlier to effect that massive entrepreneurial education and orientation must be injected into our teaming youths as life line and backbone to the present consumption oriented economy. The essence of these drives is that at the end of the training, the individual would be able to make an enterprise out of any discipline of study.

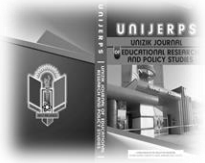
According to Obanya (2007), the solution to unemployment is not increased vocalization of education as wrongly being canvassed, but a return to the basics. This means returning to real goals of education, which is the cultivation of human talent and creative/imaginative potentials through all round development. This calls for effective integration of entrepreneurship

education in the school programme. Accordingly, a teacher should be well groomed in specialized areas, highly organized, energetic, self-motivated, interpersonal skills, have capacity to cope with pressure, posed excellent strategic thinking ability, ready to take challenges and work to deadlines. This therefore calls for teacher training and retraining. Training and retraining of teachers formsan integer part of human resource management.

According to Udeozor (2004), human resource management implies the efforts of organizations to effectively utilize human resources for the achievement of organizational objective as well as the satisfaction of the workers. In secondary schools, this is among the important roles the principals perform. According to Peretomode (1995), principals carry out this function by identifying and indicating the staff needs of the school. The principals therefore provide the statistics needed for the recruitment of new staff to the appropriate authorities (Ministry of Education) in charge of employment matters. The principals induct, orientate and place the recruited staff of appropriate needy areas where their specialization and job experience are relevant. They appraise the teachers, recommend them for promotion and perform other human management functions within the limits of their operation. It is worthy to note that the responsibilities assigned to staff must be challenging, interesting and motivating (Udeozor 2004). Overloading needs to be avoided as much as under-utilization.

A number of studies have been conducted on entrepreneurship. For instance, Chikobi, and Ezenduka (2010) studied strategies for enhancing entrepreneurship skills in biology through project instructional method for national economic growth. Results show the accepted strategies for enhancing entrepreneurial skills in biology through project instructional method. The mean perception of the teachers does not significantly depend on gender, as measured at 0.05 statistical level of significance. Another study was carried out by Olisa (2006). The purpose of the study was to determine the rating of entrepreneurship skills for effective management of small scale business by entrepreneurs in Onitsha North Local Government Area of Anambra State. Result from the analysis shows that financial management skills which form the bedrock upon which the success of any business can rest and grow are highly needed for effective management of small scale business. Other skills

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which are highly needed according to the findings of the study were administrative skills, professional skills, and information technology skills.

Statement of the Problem

Uzoechina (2004) noted that a greater number of secondary schools in Enugu state lack basic and functional facilities and human resources for the proper management and implementation of entrepreneurship studies. Enough entrepreneurship teachers for guiding students to acquire the needed skills seem to be lacking in most secondary schools in Enugu State. Personal observation by the researcher indicated that there seem to be many human resources managerial challenges that face the implementation of entrepreneurship studies in Enugu State. Most principals seem not to encourage teachers in the schools to acquire prerequisite knowledge for teaching entrepreneurship studies. In some schools, a single teacher teaches entrepreneurship studies at both junior and senior secondary schools which sometimes results in clashes among the students and teachers. In some schools, most of the teachers who teach entrepreneurship do not have basic qualifications. The managerial challenges facing principals in the implementation of entrepreneurship studies may differ in terms of school ownership. Public schools are those schools owned and managed by the government. On the other hand, private schools are those owned and managed by individuals or missions other than the government. The problem of the study in question form is: "What is the extent of human resource managerial challenges in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State"?

Research Question

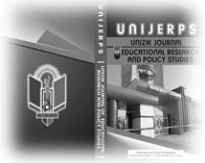
One research question was posed to guide the study:

1. To what extent do human resource managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?

Hypothesis

One null hypothesis was tested at 0.05 level of significance:

Principals in public and private secondary schools do not differ significantly in their mean ratings on the human resource managerial challenges


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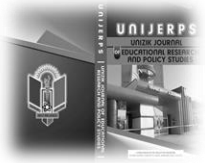
Research Method

This study was conducted in Enugu State. All the public and private secondary schools in the area were studied. The descriptive survey research design was used for this study. The population for the study comprised 569 principals in public and registered private secondary schools in Enugu State. There was no sampling as the entire population was studied. A researcher-developed questionnaire titled "Human Resource Entrepreneurship Managerial Challenges Questionnaire (HREMCQ)" was the instrument for data collection. The face validity of the instrument was determined using three (3) experts: one in Educational Management and Policy, one in Measurement and Evaluation and another expert in Vocational Education, all in Nnamdi Azikiwe University, Awka. The test re-test method was used to determine the reliability of the instrument with thirty (30) principals in Anambra State. The obtained scores were analysed using Cronbach alpha. The co-efficient of 0.82 was obtained for the instrument. The researcher collected the data with the help of six research assistants who are vice-principals in their schools. Out of the 569 copies distributed, 568 were retrieved and used in the analysis. Mean was used in answering the research questions. The instrument was measured on a weighted value ranging from 1.00 to 4.00. The null hypothesis was tested at 0.05 level of significance using t-test.

Presentation Results

Research Question: To what extent do entrepreneurship human resources managerial challenges in public secondary schools differ from those in private secondary schools in the implementation of entrepreneurship studies in Enugu State?

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Table 1: Principals' Mean Scores on Human Resources Entrepreneurship Managerial Challenges

S/N	Human Resources	X (Pub.)	SD	Dec.	X (Priv.)	SD	Dec.
1	Teachers' participation in decision making on procurement of entrepreneurial teaching facilities in my school is	2.40	0.11	L	2.45	0.17	L
2	Qualified entrepreneurial teachers in my school are	2.51	0.16	H	2.50	0.18	H
3	Lack of motivation to entrepreneurial teachers whose students perform well in external competitions are	2.42	0.14	L	2.41	0.11	L
4	Training and development opportunities for entrepreneurial teachers in my school are	2.60	0.12	H	3.40	0.13	H
5	Cooperative work environment among entrepreneurial teachers in my school are	1.02	0.11	VL	1.12	0.14	VL
6	Truancy among entrepreneurial teachers in my school is	2.41	0.16	L	1.48	0.17	VL
7	Engagement in private ventures during official hours by entrepreneurial teachers in my school are	3.51	0.17	VH	1.46	0.11	VL
8	Commitment to duties among entrepreneurial teachers in my school is	1.48	0.05	VL	2.65	0.08	H
9	Attitudes of students towards entrepreneurial studies in my school is	1.61	0.09	L	1.62	0.07	L
	Mean of Means	**2.44**	**0.13**	**L**	**2.23**	**0.12**	**L**

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As observed in Table 1, the mean ratings for items 1, 5 and 7 by principals in both public and private secondary schools were between 2.50 and 3.49 decision rule and therefore indicated the high principals' human resources entrepreneurship managerial challenges. Specifically, the mean ratings of 2.40 and 2.45 for item 1 by principals in public and private secondary schools respectively indicated low teachers' participation in decision making on procurement of entrepreneurial teaching facilities in the schools as one of the human resources managerial challenges to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Similarly, the mean ratings of 1.02 and 1.12 for item 5 by principals in public and private secondary schools respectively indicated very low cooperative work environment among entrepreneurial teachers in the schools as another human resource managerial challenge to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Again, the mean rating of 1.61 for item 9 by principals in public secondary schools and the mean rating of 1.62 for the same item by principals in private secondary schools indicated low attitudes of students towards entrepreneurial studies in the schools as human resources managerial challenges to the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. Only item number 7 was rated very high. Thus, with the mean rating of 3.51 for item 7 by principals in public schools, engagement in private ventures during official hours by entrepreneurial teachers in the schools is one of the human resources managerial challenges to the implementation of entrepreneurship studies in public secondary schools in Enugu State. The mean ratings of items 2, 3 and 4 by both public and private school principals indicated teacher quality, motivation, and training and development were not part of the human resources managerial challenges.

On the whole, the mean of means for public secondary school was 2.44 while that of private school was 2.23. The mean of means for the standard deviations were 0.13 and 0.12 for public and private secondary schools respectively. This shows the cluster around the mean. Both means fall within 1.50 – 2.49 decision rule and were therefore regarded as low. Thus,

there are low human resources and thus pose managerial challenges in public and private secondary schools in Enugu State.

Hypothesis: Principals in public and private secondary schools do not differ significantly in their mean ratings on the human resource managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Table 2: t-test of Mean Difference between Public and Private School Principals on Entrepreneurship Human Resources Managerial Challenges

Principals	Number	X	SD	Df.	Z-cal	Z-crit	P > .05
Public	305	2.44	0.13	267	1.04	1.96	Not significant
Private	264	2.23	0.12				

Table 2 indicates that at .05 significant level and 267 degree of freedom, the calculated t-value of 1.04 is less than the critical t-value of 1.96. The difference in their mean ratings is not significant. The null hypothesis one is therefore not rejected. Thus, there is no significant difference in the mean ratings of public and private secondary schools principals on the entrepreneurship human resource managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Discussion of Findings

In this study, it was revealed that there are low human resources for the implementation of entrepreneurship studies in public and public secondary schools in Enugu State. The data analysis for the null hypothesis also revealed that there is no significant difference in the mean ratings of public and private secondary school principals in the implementation of entrepreneurship studies in Enugu State.

The findings above indicated that public and private secondary schools in Enugu State have entrepreneurship human resources managerial challenges in implementation of entrepreneurship studies. Thus, secondary schools in Enugu State have low human resources for the management and

implementation of entrepreneurship studies in the State.

Effective implementation of entrepreneurship education in Nigerian schools depends, partly on the teacher quality and quantity. Human resource is therefore very critical for the implementation of entrepreneurship studies. Since this study found that human resource managerial challenges confronted the implementation of entrepreneurship studies in secondary schools in Enugu state, it means that the laudable objectives of entrepreneurship programme may not be achieved in the State. For instance, entrepreneurship programme equips one with vision for the business, willingness to take calculated risks, ability to plan, organize, maintain good relations with customers and be able to forecast what customers will want as well as possible changing economic conditions. By generating entrepreneurship spirit among the students, the problem of unemployment in the country may reduce. These objectives are laudable but entrepreneurship programme must be properly managed and implemented for the desired results to be achieved. This suggests that urgent steps must be taken in the State to address the entrepreneurship human resources managerial challenges for effective implementation of the entrepreneurship studies.

The findings of this study disagree with Olisa (2006) who found high human resources in secondary schools in Onitsha North Local Government Area of Anambra State. The difference in the findings could be attributed to time and location. Of course, a study conducted in 2006 cannot be expected to yield the same result with the one done in 2020. There are eighteen good years between 2006 and 2020. Government of Anambra State probably had taken steps to solve the human resource problems in secondary schools in the area. In the same vein, Enugu and Anambra States are not the same. A study conducted in Enugu State is not be expected to yield the same result with the one conducted in Anambra State.

In their analysis of human resources availability in public and private secondary schools in Anambra State, Chikobi and Ezenduka (2010) found that principals in public and private schools differ significantly in their mean ratings on human resources availability. The difference in the findings too could be attributed to

location. Chikobi and Ezenduka conducted their study in Anambra State while the current study was conducted in Enugu State. The peculiarities in the states as earlier noted could have resulted in the difference in their mean ratings.

Conclusion

Based on the findings of this study and the discussion that followed, the study concluded that there are low entrepreneurship human resources for the implementation of entrepreneurship studies in Enugu State.

Recommendations

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

1. The parents-teachers association should be encouraged through school based management committee to employ PTA teachers of entrepreneurship in secondary schools in the state.
2. School principals should attend entrepreneurship seminars, workshops and conferences to acquire the skills and knowledge needed for handling human resource entrepreneurship managerial challenges in their schools.
3. The ministry of education should organize periodic entrepreneurship workshop, seminars or conferences for public and private secondary schools in the state.

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