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INFRASTRUCTURAL RESOURCES ENTREPRENEURSHIP MANAGERIAL CHALLENGES IN THE IMPLEMENTATION OF ENTREPRENEURSHIP STUDIES IN SECONDARY SCHOOLS ENUGU STATE

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ABSTRACT

Entrepreneurship education was introduced by the Federal Government of Nigeria in 2006 to reduce unemployment in the country. The programme however, faced many challenges. The purpose of this study was to analyze theprincipals' infrastructural resources entrepreneurship managerial challenges in public secondary schools in implementing entrepreneurial studies in secondary schools in Enugu State. It was a descriptive survey guided by one research question and one null hypothesis. The population of the study comprised 569 respondents. The entire population was studied. The researchers developed instrument titled 'Principals' Entrepreneurship Managerial Challenges Questionnaire (PEMCQ)' used for data collection. The instrument was validated by experts and the reliability was determined using Cronbach Alpha. The co-efficient reliability index of 0.80 was obtained for the instrument. The researchers together with six research assistants collected data for the study. Mean scores and z-test were used in data analysis. Findings of the study indicated low entrepreneurship infrastructural resources managerial challenges. It was recommended among others that secondary school principals in Enugu State should attend entrepreneurship seminars, workshops and conferences organized by professional bodies to acquire the skills and knowledge needed for handling entrepreneurship infrastructural resources managerial challenges facing the implementation of entrepreneurship studies in their schools. Mean and standard deviation were used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance.

Keywords: Infrastructure; Resources; Entrepreneurship; Managerial Challenges; Implementation.

Introduction

Education is an important tool for national awareness, positive change and development. Olagboye (2006) notes that the investment of any government in education ought to be greater than any other form of investment. The above suggests that education is very important in national development. Nigeria cannot, therefore, develop very well without functional education. In order to realise the goals of education in Nigeria, the country divided her education into levels. One of such levels is secondary education.

The broad goals of secondary education in Nigeria as specified by the Federal Republic

of Nigeria (FRN, 2004, p.18) are aimed at "preparing students for useful living within the society, and for higher education". In order to effectively prepare the students for useful living in society, the Federal Government incorporated entrepreneurship education in the secondary school curriculum. The aim, according to Babalola (2006), is to equip students with entrepreneurial skills for meaningful living and effective contributions to societal development. Olagboye (2006) also note that the high rate of unemployment in the country has necessitated the incorporation of entrepreneurship education in secondary school curriculum.

The 2004 and 2013 revised editions of the National Policy on Education introduced entrepreneurship studies as a core subject in secondary schools. . Entrepreneurship education was introduced in secondary school curriculum to help students acquire relevant and functional entrepreneurial skills needed for poverty reduction, job creation and wealth generation. The entrepreneurship subjects for secondary schools, according to FRN (2013) include auto body repair and spray painting, auto electrical work, auto mechanical work, auto parts merchandising, air conditioning and refrigerator repairs, welding and fabrication engineering craft practice, electrical installation and maintenance work, radio TV, and electrical work, block laying, brick laying and concrete work, painting and decorating, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making, upholstery, catering and craft practice, garment making, textile trade, dyeing and bleaching, printing craft practice, cosmetology, leather goods manufacturing and repair, keyboarding, short hand, data processing, store keeping, book keeping, GSM maintenance, and., photography, tourism, mining, animal husbandry, fisheries, marketing, and salesmanship. These subjects were therefore introduced to achieve entrepreneurship education.

Ezenwafor (2010) defines entrepreneurship education as the type of education that enables the recipient to acquire willingness and ability to seek out investment opportunities. In the light of the above, entrepreneurship education can be seen as that part of education that enables a person to develop the willingness and ability to explore and exploit investment opportunities, establish and manage a successful business enterprise. Steinhoff and Burges (2003) point out that it takes special skills to succeed as an entrepreneur. These skills are entrepreneurship knowledge, attitude and entrepreneurial skills. Nelson and Leach (2010) calls them occupational survival skills and they relate to problem-solving, human relations, decision-making, effective communication and business competence. Hodget (2009) identifies the qualities needed by entrepreneurs as technical competence, mental ability, human relations skills, high achievement drive and creativity. Fanshow and Compton (2008) also contribute by adding the following skills which include ability to take reasonable risks, self-confidence, hard work, as well as the ability to set goals, accept the success or failure of one's work and so many things in new ways. In the Nigerian scene, Nwosu (2008) maintain that entrepreneurs must have vision for the business, be willing to take risks and be able to plan, organise, maintain good relations with customers and be able to

forecast what customers will want as well as possible changing economic conditions.

Possession of entrepreneurial skills and vision by students is very relevant in considering the state of education in Nigeria. By generating entrepreneurship spirit among the students, the problem of unemployment in the country may reduce. The frames of reference that constitute the condition or procedure for the effective implementation of the entrepreneurship education have been identified by authors such as Okpan (2006), Ikeagwu (2007) and Chikobi and Ezenduka (2010). Thus, if the entrepreneurship education must be effectively implemented, there must be proper human resources management. Again, infrastructural resources must be adequate and effectively managed too. According to Okpan (2006) the effective management and implementation of entrepreneurship education in Nigerian schools depend on a number of issues namely: teacher quality and quantity, infrastructural resources management, among others. The infrastructural resources management according to Babalola (2006) is concerned with the efficient development of plans for orderly growth and improvement of school plant and facilities, allocation of instructional materials and equipment needed for teaching and learning, and supervising the utilisation of these resources by staff and students. There is, therefore, need for careful management of the resources for effective implementation of entrepreneurship studies in Enugu State.

Barely two years after the formal introduction of entrepreneurship as core subject, Babalola (2006) and Olisa (2006) note that the implementation of entrepreneurship studies in secondary schools is at the verge of collapse. Olisa (2006) for instance notes that most of the available facilities for the implementation of entrepreneurship studies in some schools in Enugu State seem not to be properly managed. Again, Udeozor (2004) also notes that most schools do not have technical workshops to house facilities meant for teaching technical subjects resulting in abandoning the facilities at the mercies of rodents and termites. He further notes that some entrepreneurship teachers hate teaching entrepreneurial skills in class probably because they are not adequately motivated by the principal. This poor motivation probably resulted from the negative attitudes of some principals who do not allow their teachers to go for entrepreneurship in-service training programmes.

Uzoechina (2004) also notes that a greater number of secondary schools in Enugu State lack basic and functional facilities for the proper implementation of entrepreneurship studies. Entrepreneurship skill acquisition centres seem to be lacking in secondary schools in Enugu State as some of the principals mismanage fund meant for establishing entrepreneurship skill acquisition units in their schools.

Personal observation by the researcher corroborated the above reports that there seem to be many 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. 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.

Unlike private secondary schools, there are many cases of loitering, wrong uniforms, and students' cheating in examinations in public secondary schools. Infrastructure decays were also recorded in most public secondary schools in Enugu State. Again, some teachers in public schools do not cover their syllabus, mark their assignments, and appear less committed to their work. These problems appear less in private schools where centralised administration and effective teacher control and supervision are practiced. In view of the foregoing, the effective management of the entrepreneurship studies leaves one with much doubt.

In view of the above, there is need to analyse the managerial challenges to implementation of entrepreneurship studies in public and private secondary schools in Enugu State. According to Anakwe (2004), Muoegha (2004) and Uyanwa (2004), the challenges that confront the implementation of entrepreneurship studies include infrastructural resource challenges. These entrepreneurial managerial challenges formed the thrust of this study. This study is, therefore, motivated by the need to comparatively analyse the infrastructural resource managerial challenges in public and private secondary schools in the implementation of entrepreneurship studies in Enugu State.

Research Question

One research question was posed to guide the study. This was to what extent do infrastructural resources entrepreneurship 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:

There is no significant difference in the extent to which infrastructural resources entrepreneurship managerial challenges differ in the implementation of entrepreneurship studies in public and private secondary schools in Enugu State.

Research Method

The descriptive survey research design was adopted for this study. This study was carried out in public and private secondary schools in Enugu State. Five hundred and sixty-nine (569) principals in public and registered private secondary schools constituted the population for the study. The entire population of 569 principals was used in the study. The researcher developed a questionnaire titled "Principals Entrepreneurship Managerial Challenges Questionnaire (PEMCQ)" which was used for data collection. The instrument is a 4-point scale on a weighted value of 1-4. The face validity of the instrument was determined by three 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 ascertain the reliability of the questionnaire which was carried out on thirty (30) principals in Anambra State. A co-efficient of 0.80 was obtained for the instrument. The researcher collected the data with the help of six

research assistants who are vice-principals in their schools. The instrument was on a weighted value ranging from 1.00 to 4.00. Mean and standard deviation were used to answer the research question while t-test was used to test the hypothesis at 0.05 level of significance.

Presentation of Results

A summary of the findings of the study is presented below.

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

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

S/N	Infrastructural Resources	X (Pub.)	SD	Dec.	X (Priv.)	SD	Dec.
1	Carpentry and joinery workshop in my school for students' practical work experience are	1.52	0.14	L	2.00	0.11	L
2	Computer maintenance skill acquisition Centre in my school for practical works on computer maintenance is	1.53	0.17	L	2.33	0.12	L
3	Technical workshop for practical works on entrepreneurial studies in every class in my school is	2.31	0.11	L	2.09	1.13	L
4	Technical workshop seats for teaching and learning of entrepreneurship in my school are	2.11	0.16	L	2.20	0.11	L
5	Automobile workshop for practical works on automobiles in every class in my school is	3.51	0.12	VH	3.66	0.11	VH
6	Textile and clothing skills acquisition centres for practical works on textile and clothing in my school is	3.01	0.11	H	2.05	0.14	L
7	Electrical workshop for practical works on electrical aspect of entrepreneurial studies in every class in my school is	3.99	0.11	VH	3.78	0.16	VH
8	Mechanical workshop for practical works on mechanical aspect of entrepreneurial studies in every class in my school is.	1.72	0.16	L	1.55	0.12	L
	Mean of Means	**2.46**	**0.14**	**H**	**2.46**	**0.13**	**H**

As shown in Table 1, items 5 and 7 indicated very high responses and indicated that automobile and electrical workshops were not among the infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State while item 6 indicted high responses which indicated that the item was not among the infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. Also, items 1,2,3,4, and 8, all indicated low responses and thus were the infrastructural resources managerial challenge to the implementation of entrepreneurship studies in Enugu State. The overall mean indicated high responses among the respondents. This means that there are low infrastructural resources in both public and private secondary schools in Enugu State.

Testing of Hypothesis

Hypothesis 1: Principals in public and private secondary schools do not differ significantly in their mean ratings on the entrepreneurship infrastructural resources 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 Infrastructural Resources Managerial Challenges

Principals	Number	X	SD	Df.	t-cal	t-crit	P > .05
Public	305	2.84	0.14	267	1.07	1.96	Not significant
Private	264	2.83	0.13				

Table 2 indicates that at .05 significant level and 267 degree of freedom, the calculated t-value of 1.07 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. Therefore, there is no significant difference in the mean ratings of public and private secondary schools' principals on the entrepreneurship infrastructural resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

Discussion of Findings

This study revealed low infrastructural resources for the implementation of entrepreneurship studies in public and private secondary schools in Enugu State. The hypothesis revealed that there was no significant difference in the mean ratings of public and private secondary school principals on the infrastructural resources managerial challenges in the implementation of entrepreneurship studies in Enugu State.

The low infrastructural resources for the implementation of the entrepreneurship studies indicated that public and private secondary schools in Enugu State lacked the infrastructural resources for the implementation of the programme in the state. The lack of the infrastructural resources therefore constitutes managerial challenges to the principals. One thing is to introduce a programme, another thing which is very important is to provide enabling environment

for the programme to succeed. If government introduces entrepreneurship programme and fails to match the programme introduction with the provision of the required infrastructural facilities like laboratories and workshops, it is not likely that the teachers may perform magic. The teachers need the resources to enable them implement the programme. Entrepreneurship is skill-oriented and where the enabling environment in terms of infrastructural facilities is not provided, the students may end up not acquiring the desired skills. This will be a big defeat to the objectives of the programme.

The findings of this study are in agreement with Ogakwu (2004) who found that Abia State was faced with lack of infrastructural facilities for implementing entrepreneurship education in the state. Similarly, Ikeagwu (2007) found that public and private secondary schools in Anambra State did not differ in mean ratings on the infrastructural problems that faced the state.

Conclusion

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

Recommendations

Based on the findings of the study and their implications, the following recommendations were made:

1. The parents-teachers association should be encouraged through school-based management committee to provide entrepreneurship infrastructural resources in secondary schools in the state.
2. Private sector participation in funding of entrepreneurship studies in Enugu State should be encouraged by both the private school proprietors and the government.

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