

Original Research Article

An assessment of the taught entrepreneurship program in Nigerian secondary schools

Maxwell Olokundun*, Falola Hezekiah, Ibidunni Stephen and Inelo Fred

Abstract

Department of Business Management,
College of Business and Social
Science, Covenant University Ota Ogun
State Nigeria PMB 1023

*Corresponding Author's Email:
ayomax@yahoo.com

Tel: +2348065803753

The primary objective of this study was to investigate the current entrepreneurship program offered in Nigerian secondary schools as regards its consistence with inculcating the necessary enterprise skills required by secondary school students to start their own business or venture. This is targeted at curbing youth unemployment in Nigeria. A qualitative approach was used based on a survey method. Data was collated on the current trend of entrepreneurship program in secondary schools in Nigeria from three selected schools in the metropolitan area of Kaduna state. The study found out that the present entrepreneurship program in the sample schools covers the required content but the method of teaching was not practical oriented and was void of real life situations. Thus the program was not effective at motivating secondary school students to start their own businesses. Therefore this study recommended that entrepreneurship education be taught as a separate subject with a practical approach. Finally this study posits that government support and a stable socio – economic environment is crucial to entrepreneurial development towards combating youth unemployment in Nigeria.

Keywords: Entrepreneurship, entrepreneurial attitudes, entrepreneurship curriculum, entrepreneurship education, entrepreneurial skills

INTRODUCTION

Entrepreneurial development is a panacea for increased employment opportunities in an economy; it is also regarded as a function of education (Banabo and Ndiomu 2011).

Thus in an attempt to facilitate entrepreneurial development in the country, the government of Nigeria through various agencies and academic institutions is focused towards the development of models of entrepreneurial education and skill acquisition (Abubakar 2010). This is geared towards combating youth unemployment by facilitating productivity and development of small and medium scale enterprises.

This study aims at the investigation of the existing entrepreneurship programmes offered in Nigerian secondary schools with the motive of making innovative recommendations targeted at improving the

programmes in consistence with inculcating entrepreneurial skills and attitudes in secondary school students.

Theoretical framework and literature review

Linkage between entrepreneurship and education

A school of thought suggests that entrepreneurs are born and entrepreneurial qualities are innate (Laser 2007 pg.1). However this study posits that various elements of entrepreneurship can be taught (Kuratko cited in Sathorar 2009 pg.32).

Therefore the concept of entrepreneurship has been demystified, rather than being viewed solely as the

purposeful action of individuals with peculiar genes, it is also considered as a discipline that can be learned (Drucker cited in Kuratko 2005 pg.6).

For instance, professional managers are made through education and training. However some managers are more effective and efficient than others owing to a dynamic combination of innate abilities and potentials, the context in which they function, and the length of time invested in the acquisition of relevant education and training in their peculiar craft. Therefore the same is true of the field of entrepreneurship, thus establishing a premise that entrepreneurship can be enhanced through education.

However, though the theory and practice of entrepreneurship in its entirety cannot be taught, entrepreneurship education is still regarded as crucial and pivotal (Sathorar 2009 pg.32). For instance no one teaches a child to speak because it is inherent in the nature of the child, but every child requires training and education to speak articulately. Therefore the role of education in entrepreneurship cannot be overemphasised.

In summary, even though the aptitude and motivation to become a successful entrepreneur cannot be taught, the vocational aspects of entrepreneurship can be enhanced by education. Studies have shown that individuals with relevant education and training show greater propensity to succeed in business (Hindle cited in Greene and Rice 2007 pg.140).

Definition of entrepreneurship education

Entrepreneurship education is defined as a conscious and purposeful effort by an educator, geared towards inculcating entrepreneurial skills and attitudes to enhance the success of learners in the world of business (Isaac, Visser, Friederich, and Brijlal cited in Sathorar 2009 pg.46)

Entrepreneurship education differs from the conventional business education particularly because one of the main objectives of the former is to generate accelerated creative ideas targeted at the exploitation of a business opportunity, and the ability to articulate a comparatively extensive and systematic course of actions geared towards setting up a business (Vesper and McMullen cited in Prodomou pg.16).

Content of an entrepreneurship program

The main focus of entrepreneurship education centres on the entrepreneur and the entrepreneurial process. Thus compilation of an effective curriculum for entrepreneurship education should be a reflection of these themes (Isaacs, Visser, Frederich and Brijlal 2007 pg.623).

Specifically this study considers the following as vital to the content of an entrepreneurship program

Entrepreneurial attitudes and attributes (Gouws cited by Isaacs, Visser, Frederich and Brijlal 2007 pg.623). These includes a high level of self motivation, a drive for achievement, effective decision making, ability to take initiative, creative and innovative dispositions, effective risk taking attitude, and internal locus of control.

Entrepreneurial skills which includes; Visionary leadership, self knowledge, effective communication and bargaining, effective time management and financial practice, effective planning and strategy formulation;

In the same vein, the entrepreneurial process should reflect the understated aspects:

- In-depth knowledge of relevant economics education. This could revolve around economic issues such as economic growth and development, unemployment, industrialisation and productivity, taxation, and financial management;
- Development of innovative and creative business ideas;
- Writing a workable business plan;
- Venture creation (Gouws cited in Isaacs, Visser, Federich and Brijlal 2007 pg.623);

It is also important to note that the literature on content of an effective entrepreneurship program discussed above does not emphasise the identification and exploitation of business opportunities as the initialisation of the entrepreneurship process. This is of utmost relevance to this study.

Method of delivery of an entrepreneurship program

As suggested by Kirby cited in Fayolle and Klandt (2006) pg.46, the following are considered relevant to an effective entrepreneurship learning approach particularly for the Nigerian secondary education curriculum:

1. Learners should be involved in the decisions regarding learning objectives, and the resources and activities or processes required to meet these objectives.
2. A monitoring system should also be in place to determine the achievement of specific entrepreneurial learning goals.
3. The development of positive intuitions and rational thinking in learners through their involvement at problem solving in real life situations. Motivating co-operation and communication at enterprise development.
4. Stimulating effectiveness and efficiency, and the ability to cope with unforeseen circumstances in the business world geared at enhancing decision making.
5. The presence of role models for learners who will also be directly involved with both the learning and assessment processes with the goal of demonstrating to learners the role, abilities and motivational attitudes of

6. Successful entrepreneurs (Kirby cited in Fayolle and Klandt 2006 pg.46).

It is important to note that the development of entrepreneurial abilities in individuals, particularly in Nigerian secondary schools, requires a refocus of the teaching and learning approach of business education, from the traditional goal of raising potential employees only to reflecting an entrepreneurial orientation as discussed above.

Entrepreneurship education in Nigerian secondary schools

In 1982 many reforms were introduced into the educational system of Nigeria through the introduction of the 6-3-3-4 system of education. (Ofoha 2011 pg.77). The system is a reflection a six years in primary school, 3 years in Junior secondary school, 3 years in Senior secondary school and at least a minimum of 4 years a tertiary institution. Notable among these innovative reforms, is the introduction of vocational education into the secondary school curriculum.

The aim of the policy of vocational education in Nigerian secondary schools as stated in the National policy on Education (1991 pg.28), to provide training and impartation of necessary skills geared towards the production of craftsmen, technicians and other skilled individuals who will be enterprising, and to enhance young individuals in Nigeria to have an intelligent understanding of the increasing dynamism of technology. At the junior secondary level (JS1-3) pre-vocational subjects were introduced with the goal of exposing students to the world of work through exploration targeted at enhancing students as regards intelligent and informed career choice. The pre-vocational subjects includes; business studies, home economics, wood work etc. particularly business studies involves components like book-keeping, office practice, type writing, shorthand, book-keeping and computer science(Ofoha 2011 pg. 77).

Entrepreneurship was introduced to junior secondary 1-3 as part of business studies which is an optional subject. The learning goals of business studies include:

1. Acquisition of basic skills for productive and profitable business venturing in changing business environments.
2. Creating business opportunities, creatively solving problems, taking risks, respecting individual rights and environmental sustainability.
3. Self motivation, self management abilities and taking responsibility for oneself in the achievement of business goals.
4. Self development and the development of other individuals through business opportunities and venture creation (Ofoha 2011 pg. 77).

Business studies four basic components namely; business environments, business ventures, business

roles and business operations. Business ventures specifically involve identification and exploration of business opportunities through viable venture creations. The learning outcome of business ventures specifically focuses on entrepreneurship education. It involves definition and characteristics of the entrepreneur and factors responsible for business failures and successes.

The primary target of the pre-vocational education was to develop manipulative skills, disposition towards invention, respect for dignity of labour and ultimately a positive attitude towards entrepreneurship (Ofoha 2011 pg.77).

Vocational subjects in the senior secondary school (SS1-3) include commerce, food and nutrition, building construction, agricultural science etc. The primary goal of these vocational subjects was to refocus the educational system of Nigeria towards raising individuals with enterprise skills and competencies (opcit pg.77). Vocational education in the senior secondary school is considered pivotal to the realisation of industrialised Nigeria (opcit pg.78).

However these innovative strategies towards enterprise development in Nigeria have not yielded any notable result till date, considering the fact that unemployment and particularly youth unemployment has persistently been on the increase.

The transition into the present 9-3-4 system of education in September 2011 which was aimed at consolidating enterprise development in junior secondary school students has also failed to yield desired results. This owes to certain factors such as:

1. Inadequate human and physical resources
2. Lack of trained personnel.
3. Absence of support and commitment from the government
4. Unavailability of a new syllabus consistent with the new system of education.
5. Absence of strong network with local businesses.
6. Entrepreneurship still not given centre stage or priority (Ofoha 2011 pg.77).

Consequent upon the persistent trends of youth unemployment in Nigeria, the federal government of Nigeria has recently enacted a policy of entrepreneurship education as a compulsory field of study on every level of education in Nigeria and particularly at the secondary level of education (Obioma 2012).

Thus all hands are on deck by policy makers in Nigeria to ensure the provision of an innovative curriculum consistent with the goal of inculcating enterprise skills in secondary schools. This study is designed to fill this gap.

RESEARCH METHODOLOGY

A research methodology focuses on the choices and decisions made regarding a research study (Silverman cited in Conchuir 2010 pg. 70). It encompasses the

researchers planning and implementation of the research project, and the collation and analysis of data (Conchuir 2010 pg. 70)).

Generally a research methodology can be broadly classified into two categories namely: qualitative and quantitative research (Conchuir 2010 pg. 70)

Quantitative research employs statistical and mathematical techniques to measure and analyse data, on the other hand qualitative research attempts to describe a trend based on what exist and why they exist rather than the frequency of existence of the trend (Fitzgerald and Howcroft cited in Conchuir 2010 pg.70). Considering the interpretive perspective of this study, knowledge is acquired through social framework such as language, consciousness, shared meanings, documents, and tools.

The primary objective of this study is to assess the effectiveness of the current entrepreneurship education program in inculcating entrepreneurial skills and attitudes in secondary school leavers in Nigeria. This represents a social phenomenon. Thus a qualitative research and data would be best suited to better understand the current trends of entrepreneurship education in Nigerian secondary schools given the enormous descriptive data that could be formed from these social frameworks through the shared meanings and interpretations expressed by participants.

This interpretive qualitative study was based on a survey research method selected to facilitate the collation and analysis of appropriate qualitative data. The selection of this method is discussed below.

A research method refers to a specific research strategy (Silverman cited in Conchuir pg. 71).The application of an appropriate research method guarantees the collection of relevant empirical data (Conchuir 2010 pg.71). Thus the selection of the research method employed in this study is discussed in the next section.

An ethnography and case study method was initially considered. Ethnography was ruled out because it required the researcher to immerse himself into the social context in focus (Conchuir 2010 pg.71). However the researcher didn't have enough time to have access to schools to conduct an ethnographic research. A case study was also considered because it attempts to make broad generalisations based on trends in the case understudied. A case study was also ruled out because of its weakness on holistic generalisation from data collated from the selected case (opcit pg.71).

A survey method was deemed suitable for this research. A survey is defined as a questionnaire administered in person, by mail, over the World Wide Web, of other formats (Lang cited in Conchuir 2010 pg. 75). A survey method has precision in procedures which when effectively applied reflects a valid and easily interpretable data (Conchuir 2010 pg. 75).

The survey method presents a holistic picture about the attributes and opinions of a large population and can be used to test a formal hypothesis using exploratory and descriptive approaches (Conchuir 2010 pg. 75). A survey method like the case study may also be weak on the basis of generalisation, but it's effective at identifying trends regarding the relationship between the phenomenon under studied and the selected samples. Thus a survey method was effective at featuring trends of entrepreneurship education in the selected secondary schools as a basis for positive recommendations towards the enhancement of the current program in Nigeria.

Research design

The entrepreneurship education program reflected in business education and commerce/accounts studied at junior secondary 1 – 3 and senior secondary 1 – 3 respectively in Nigerian secondary schools was the focal point of this research. A survey approach was used to collate and analyse data obtained from the three selected schools. Thus the researcher aims at assessing the effectiveness of the current entrepreneurship program in Nigerian secondary schools particularly at inculcating enterprise skills and attitudes in secondary school leavers. The findings of this research will be used as a basis for recommendations.

Data was collated through the aid of questionnaires for teachers and students and also through focus group interviews for teachers. Data collated was explained and also categorised into meaningful and interpretable themes for descriptive analysis. This will be followed by the identification and discussions of existing patterns in the data. In conclusion the linkage between the current trends of entrepreneurship education in Nigerian secondary schools and the national implementation program will be established by a synthesis of findings targeted at a basis for positive recommendations.

Population

The target population for this study included all students and teachers involved in learning and teaching business education and commerce in the selected secondary schools in Kaduna north and south local government area. This consists of 1678 students and 22 teachers learning and teaching business education /commerce respectively.

Sample and sampling technique

This study adopted convenience sampling procedure. Convenience sampling refers to a non – probability sampling technique where subjects are selected because

of their proximity and accessibility to researcher (Ross 2005 pg.7). Kaduna state of northern Nigeria was selected. Kaduna state is the lead researcher's home town so there was easy access to the selected schools based on long standing relationships with the stakeholders in the schools.

Kaduna city capital of Kaduna state is made up of the north and south local government areas with a population of about 1, 128,694 million people (Thomas 2009 pg.7). There are 598 public and private secondary schools in the state with a total population of pupils given at 49, 640. (Thomas 2009 pg. 29) Three categories of schools were used: federal government owned school (FGS) state government owned school (SGS), privately owned school (PS). Judgemental sampling was used in selecting the schools.

Judgemental sampling which is also referred to as purposeful sampling involves a purposeful selection of individuals from a population based on the researcher's knowledge and judgement (Ross 2005 pg.7). It is important to note that the lead researcher has worked in the educational sector in Kaduna state both as a GCSE examiner and school principal for seven years. The lead researcher also runs a consultancy on enterprise development in secondary school students in Kaduna state bringing him in contact with most schools grounded in business education in the state. The lead researcher is very knowledgeable and well informed as regards trends of entrepreneurship education in secondary schools in Kaduna state. Thus a public school was selected from the north and south local government area each and a private school was selected from the metropolitan area of the state.

The schools selected offer business studies and a combination of accounts, economics/ commerce for junior secondary school and senior secondary school students respectively. The schools have an enrolment of above five hundred learners for the junior secondary and above four hundred learners for the senior secondary. The federal school, state school and private school will further be referred to in this study as school A, B, and C respectively. School A is the only Federal school in Kaduna north local government offering business studies. The other federal school is a specialist science college. School B is a specialist school in commercial education situated at Kaduna south local government, while school C is one of the few private schools in Kaduna metropolitan area offering business studies in the junior secondary school and commerce in the senior secondary school. In most private schools in Kaduna state economics is the popular option not commerce.

School A has an enrolment of 540 learners in JSS, and 450 learners in SSS with a total number of 450 learners offering business studies, 180 learners offering commerce, and 8 teachers in the humanities department teaching a combination of business studies, commerce, economics, accounts. School B has an enrolment of 512

learners in JSS, and 438 learners in SSS with a total number of 512 learners offering business studies, 148 learners offering commerce and 8 teachers in the humanities department teaching a combination of business studies, commerce, economics, and accounts. School C has an enrolment of 304 learners in JSS, and 198 learners in SSS, with a total number of 304 learners offering business studies, 84 learners offering commerce and 6 teachers in the humanities department teaching a combination of business studies, commerce, economics, and accounts. Business education is a compulsory subject for the JSS classes particularly for schools offering business studies as part of the school curriculum. This is so because the national curriculum policy dictates that every taught subject offered in the junior secondary of a school are not optional for the pupils (ERNWACA 2009 pg. 7). Subject options begin from the senior secondary education (ERNWACA 2009 pg. 7).

The subjects for the study comprised two sample groups – students and teachers. This study focuses on the assessment of the entrepreneurship program in Nigerian secondary schools. This is a specialist area of research as such the research questions will require some specific knowledge by the respondents. Thus the target population with this knowledge are the teachers and students involved with teaching and learning of entrepreneurship education. Student sample consisted of 200 junior and secondary school students (JS1-3 and SS1-3) randomly selected from three secondary schools. The average age of junior students was 12.5 years, while the average age for senior students was 15 years. The initial sample size was 240 but information supplied by 200 was used due to completion defects.

The composition of student sample by school type, class and gender is summarised in Table 1 below:

For teacher sample, a total of 10 teachers were random drawn from 3 schools and derived from commercial discipline particularly business studies and commerce. The composition of teacher – sample by gender, ages, educational qualification, and teaching experience, is summarised below in table 2

Instruments

This study utilised both qualitative and quantitative techniques for the purpose of enriching and validating findings (James et al pg. 15). The two instruments used in data collation were teacher assessment questionnaire (TAQ), student assessment questionnaire (SAQ), and focus group discussion (FGD). Quantitative techniques readily allow the researcher to establish relationships among variables, but they are usually weak at exploring the reasons for the established relationships (Hughes 2012). Thus the focus groups interview conducted with the teachers as a qualitative tool was to provide respondent feedback on the survey instruments

Table 1. Composition of student sample by school type, class, and gender

School Type	FGS	SGS	PS
NO. OF SCHOOLS	1	1	1
JSS- MALE	25	28	29
FEMALE	10	9	15
SSS- MALE	20	20	10
FEMALE	10	10	10
TOTAL	65	67	68

Key: FGS- federal government school, SGS- state government school, PS- private school, JSS- junior secondary school, SSS- senior secondary schools.

Table 2. Composition of teacher sample by gender, ages, educational qualification and teaching experience

School Type	FGS	SGS	PS
NO. OF TEACHERS	4	4	2
GENDER	2(M), 2(F)	3(M), 1(F)	1(M), 1(F)
EDUCATIONAL QUALIFICATION	DEGREE (4)	DEGREE (3) NCE (1)	DEGREE (1) NCE (1)
TEACHING EXPERIENCE	10+ yrs (3) 5+ yrs (1)	10+ yrs (3) 5+ yrs (1)	10+ yrs (0) 5+ yrs (2)
AGES	30+ yrs (1) 40+ yrs (3)	30+ yrs (2) 40+ yrs (2)	30+ yrs (2) 40+ yrs (0)

Key: FGS- federal government school, SGS- state government school, PS- private school, M- male, F- female. DEGREE- B.ed, B.A, Bsc. NCE- National certificate in Education.

(questionnaires) as quantitative tools.

Teacher assessment questionnaire TAQ was designed by the researcher to underpin the implementation of the curriculum on entrepreneurship education in Nigerian secondary schools. It is made up of four parts. Part A borders around a background information on respondents, part B focused on the specific taught subject and skill development, part C focused on the linkage between the components of entrepreneurship in the curriculum and entrepreneurial activities carried out, and part D sought to get recommendations on the way forward.

Student assessment questionnaire SAQ was designed by researcher to assess the mode of implementation of the curriculum on entrepreneurship education from the students' perspective. It had 5 parts. Part A featured enquiries into necessary background information, part B sought to measure the risk taking abilities and achievement dispositions of students, part C featured a measurement of student's understanding of business and good financial practices, part D also sought to gain insight on students' perception of the an entrepreneur and entrepreneurship, and part E sought to establish students' recognition of entrepreneurial learning in the curriculum.

Focus group discussions were held with teachers. Ten teachers from the three schools participated. The focus

group discussion guide contained seven open ended questions on the effectiveness of the curriculum on entrepreneurship education in Nigerian secondary schools, teaching approaches and strategies, constraints of skill development in students, teacher strategy adopted targeted at skill development in students, hindrances in teaching ,constraints of curriculum implementation, and positive recommendations. Two research assistants moderated the discussions and another operated the audio recorder, while the researcher took notes. Three focus groups discussions were held in all.

Procedure for data collection

Three research assistants were recruited and trained to assist in the effective distribution of questionnaires and also moderate the focus group discussions. The research assistants were colleagues of the lead researcher who are educational resource persons with the researcher's educational consultancy outfit. It is important to note that the lead researcher has an education background and experience in training and has also studied text and literature on good practices in conducting a research. Thus the research assistants were trained by the researcher in a designated office in the outfit on research instrument administration and interview recording and

moderation a week before actual research commenced. Data for the study was collated during regular school hours in the third term of 2012/2013 academic session. Permission was sought from the federal and state ministry of education to approve the use of schools at respective locations. The principal of the selected private school was also briefed on the objective of the study. He in turn gave his consent and also assigned three specific teachers to assist the researcher.

Thereafter the lead researcher made appointments with the respondents of the selected schools to address and also explain the purpose of the research to them. A covering letter addressed to the school and also the parent/guardians of the students was attached to the questionnaires to assure the respondents of the confidentiality of the research and also obtain a formal consent for participation in the research.

Instruments were administered following the same sequence at every school visited. Selected students were first assembled and administered with questionnaires, followed by teachers' questionnaires administered at the offices of the respective teachers. Thereafter focus group discussions with the teachers were conducted at each of the sample schools.

Data analysis

Data collated were subjected to appropriate quantitative and qualitative analysis with the aid of basic descriptive statistical tools and data display which includes tables, and percentages. Display of data represents a visual approach which presents information in a dynamic format enabling a researcher to deduce appropriate conclusions and also take required actions necessary (Miles and Huberman cited in Bazeley 2009 pg. 7). The data displays in this study are used to identify trends in the responses given in the questionnaires. The display of data also facilitates reduction of collated information or data from the questionnaires into easily interpretable formats (Sathorar 2009 pg. 96).

The researchers also attempt to explain the perception of the teachers from the findings of the focus group interviews conducted with them. This was targeted at establishing a synthesis or coherence with the findings of the survey.

Empirical findings and data analysis

The findings of this study confirmed that entrepreneurship education is taught at the junior secondary 1-3 and senior secondary 1-3 levels in the selected sample schools. All teacher and learner respondents confirmed entrepreneurship education as being part of the business education and commerce curriculum. This was also authenticated based on the premise that a total of 184

out of 200 learner respondents representing 92% of the samples used for this study were able to define the person of the entrepreneur and correctly outline the various attributes of an entrepreneur.

However the findings of this research reflected that the current program of entrepreneurship teaching is limited to the academic aspects while the vocational aspect is lacking. The absence of the vocational components and practical orientation of the current entrepreneurship education program were further validated by the responses of the teacher and learner respondents on the extent to which the curriculum embraces practical activities. All learners' responses reflected the absence of practical activities.

The teaching of business studies has been academic and theoretical. The learner responses suggest that there are no such events as an enterprise day only the learners of one school mentioned an enterprise workshop day which was also primarily theoretical. The teachers' responses suggest that the absence of practical activities largely owes to the theoretical focus or orientation of the curriculum.

The content of the taught entrepreneurship education

The findings of this research reflect that the objectives of business studies/commerce are consistent with the goals of entrepreneurship education. Specifically the aspect of business education that is consistent with the goals of entrepreneurship education reflects a learning outcome which involves learners' ability to recognise and identify business opportunities and also acquire relevant knowledge and technical know-how regarding venture creation.

The learning outcome of this aspect of business studies involves conceptualisation of ideas, development of research skills, presentation of a business plan and the development and execution of feasible action plans.

Further more in consistence with the goals of entrepreneurship education, data collated from respondents of the selected school samples indicated that business education /commerce covers the following:

- Definition of entrepreneurship
- Attributes of an entrepreneur
- Definition of a business plan and drawing up a business plan

As earlier identified, 92% of learner respondents were able to define the person of the entrepreneur and also correctly outline the attributes of an entrepreneur. This further validated the consistence of the business studies/commerce curriculum with the objectives of entrepreneurship education.

However the findings of this study indicated that the learner respondents had primarily theoretical knowledge of the person of the entrepreneur. This is as a result of the absence of role models or real life examples of

Table 3. Disposition of learners to risk taking and drive for success

Selected School Sample	Learners with Risk-Taking Potentials	Learners who are Risk Averse
A	38	27
B	32	35
C	39	29
TOTAL	109	91
PERCENTAGE	54.5%	45.5%

successful entrepreneurs.

140 learner respondents representing 70% of the sample population could adequately define a business plan, while 150 learner respondents representing 75% of the sample population indicated that they had a good understanding of drawing-up a business plan.

However the findings of this study yet again reflected that learner respondent's knowledge about a business plan was theoretical. Examples of business plans seen were only the templates provided by various textbooks. This does not facilitate the development of research skills geared towards identification of business opportunities and market gaps.

Teacher respondents confirm that business studies/commerce involves the objectives of entrepreneurship education as mentioned above. They confirmed that the topics were covered with the aid of class discussions and summary notes based on various prescribed textbooks. Teachers' respondents expressed the following hindrances to practical orientation of teaching the entrepreneurship aspects of business studies and commerce:

- The non-practical orientation of schools as regards teaching
- Time constraints regarding practical teaching of the aspects related to entrepreneurship education.

Approach to teaching entrepreneurship education

The findings of this research indicated that teaching at the selected sample schools still takes place with the aid of class discussions and summary notes based on prescribed textbooks.

Furthermore activities targeted at critical thinking and the development of problem solving abilities are not taught with real life case studies or scenarios rather they are taught using hypothetical cases featured in textbooks.

This study found that the absence of entrepreneurial role models owes largely to the fact that local entrepreneurs in the communities are not involved in entrepreneurship teaching. The curriculum and prescribed text do not also recommend such an approach to enterprise teaching.

This was validated by teacher respondents as 9 out of

the 10 teachers selected from the sample schools confirmed that there's hardly any link with their schools and local entrepreneurs and that local entrepreneurs were not involved in entrepreneurship teaching in anyway. Only one teacher mentioned that his experience as a video rentals owner comes to play in his approach to entrepreneurship teaching.

More so 179 out of 200 learner respondents representing 89.5% of the total sample indicated that their schools have not introduced them to local entrepreneurs. Teacher respondents for all three schools selected also mentioned that their schools have not made attempts to link up with local entrepreneurs in the community for participation in entrepreneurship teaching. They also mentioned that local entrepreneurs may request for participation fees which may be unaffordable for their schools.

The statistics in the table 3 above indicates that 54.5% of learner respondents are positively disposed to take risks consistent with success or achievements. The average age of all learner respondents is given at 14 years.

There's a likelihood that the parents of these individuals may be positively disposed towards risk taking. This orientation could have influenced the respondents.

On the other hand statistics on the table indicates that 45.5% of the learner respondents are adversely disposed towards risk taking. This suggests that a considerable percentage of school leavers are still negatively disposed towards risk taking.

This could be attributed to teachers influence on learners regarding work related learning and dispositions towards risk taking and achievements. Furthermore individuals whose parents are adversely disposed towards risk taking and achievements are likely influenced by their parent's orientation.

Regarding future aspirations of respondents the table 4 below gives a summary of learner responses:

The table 4 below indicates that 77.5 percent of learner respondents aspire to further their studies after school. This trend is an ideal educational goal consistent with self development. However many secondary school students do not get into higher institutions owing to financial constraints and inability to secure a placement in

Table 4. future aspirations of respondents

Option	School A	School B	School C	Total	Percentage
Further their studies at a higher institution	48	52	55	155	77.5
Get employed in an organisation	10	8	8	26	13
Travel abroad	5	2	3	10	5
Start their own business	2	5	2	9	4.5
TOTAL	65	67	68	200	100

Table 5. Learner responses to questions regarding good financial practice and business motive

Questions	School A	School B	School C
Can you compute how much funds you will need to start a business?			
Yes	47	54	52
No	18	11	16
What do you understand by profit	54	58	49
Correct definition-	11	9	19
Incorrect definition-			
What would you say is more important to you: Making profit-			
Rendering a service-	38	35	28
	17	15	23
Both-	10	17	17

a higher institution (Okafor 2011). Thus many secondary school leavers are unemployed.

It is also an unwritten code and a general orientation of education in Nigeria to acquire qualifications targeted at getting high profile jobs with fixed salaries (Oyebamiji and Omordu 2011 pg.102). This represents a basis for the trend of pursuit for further studies indicated by respondents.

The findings of this research asserts that the aspects of business studies and commerce which focuses on entrepreneurship education promotes skill acquisition targeted at securing jobs in offices and firms rather than presenting entrepreneurship as a career option.

Furthermore statistics on the table shows that only 13 percent of the respondents indicate a desire to get a job after school, 5 percent indicate a desire to travel abroad, while 4.5 percent indicate a desire to start a business. This is a reflection of the fact that if respondents are not furthering their studies, starting a business is the least option they are disposed towards.

Development of good financial practice and business motive

Entrepreneurial development requires a right motive and good financial practice. Thus entrepreneurship teaching involves financial aspects such as cash flow and profits which are important aspects of starting and running a business hence an integral component of an entrepreneurship education program.

The table above summarises learner respondents' knowledge of good financial practice and business motive.

Learner responses to questions regarding good financial practice and business motive

The table 5 above indicates that 153 out of 200 learners indicate their ability to compute funds required to start a business. The responses from teachers indicated that this aspect well covered in the syllabus.

Table 6. Leraners responses to entrepreneurship education and their abilities to start their own business

School	Learners who are able to start their own business	Learners who are not able to start their own business
A	49	16
B	37	30
C	41	27
TOTAL	127	73
PERCENTAGE	63.5	36.5

Table 7. Entrepreneurship education and the presence of role models

Questions	School A	School B	School C	Percentage
Are you closely acquainted with any entrepreneur in your local community?				
Yes	65	67	68	100%
No				
Has your school introduced you to successful entrepreneurs at any time?				
Yes	65	67	68	100%
No				

Statistics on the table indicates that 161 out of 200 learners could define the concept of profit also validating the coverage of that aspect in the curriculum.

The table shows that 101 out of 200 students deemed profit making more important to them than rendering a service or both.

This validates the perception of individuals in Nigeria about entrepreneurship. Individuals in Nigeria are more motivated by profit making than identification of business opportunities or market gaps. Both rendering a service and making profit should have been the popular option from respondents.

This suggests that entrepreneurship education taught in schools is more focused on profit making without particular relevance to business opportunities

The extent to which entrepreneurship education develops technical knowledge and practical experience in the business world

Learner responses indicate that no learner has been exposed to enterprise day activities or any other form of activities geared towards practical exposure to enterprise development. This confirms that entrepreneurship programs in the sample schools is not practical oriented. Teachers' responses confirmed that the constraints to the organisation of an enterprise day include school cultures

that hardly support enterprise day or relevant activities, and the curriculum which is not practical oriented.

Furthermore the following is a summary of learner responses on the consistence of entrepreneurship programs offered with their abilities to start their own business:

Learners responses on entrepreneurship education and their abilities to start their own business

The statistics above in table 6 indicates that 63.5% of learners believe that they are able to start their own business based on the knowledge they have gained from entrepreneurship education as against 36.5% who think they are not able to start their own business.

This trend is contrasting in view of the fact that learners previously confirmed that entrepreneurship education offered is not practical oriented which was validated by teachers.

The teacher respondents explained that entrepreneurship education offered was effective at providing learners with relevant knowledge and skills but will require apprenticeship experience for venture creation. However the educational system does not involve apprenticeship experiences.

Entrepreneurship education and the presence of role models

The following table 7 is a summary of learner responses to an enquiry on their knowledge of successful entrepreneurs in the local community or who were introduced to them by their schools.

Learner responses regarding knowledge of role models

100 percent of learners indicated that they are closely acquainted with entrepreneurs in their local community. This suggests the presence of potential role models. However teachers' responses suggested that learners' knowledge of successful entrepreneurs would not be a mentor – protégé relationship hence there is no positive impact on the learners targeted at entrepreneurial development.

Interestingly 100 percent of learners indicated that their school has never introduced them to any successful entrepreneur. It is pertinent that an effective entrepreneurship education program involves role models in the process of learning and assessing progress of learners. This is important particularly because the presence of successful role models makes the emulation of entrepreneurial competencies and abilities easier for learners.

Teacher respondents mentioned school cultures not supporting such approach to entrepreneurship teaching and inability of the schools to afford cost implications of inviting local entrepreneurs as the major reasons for the absence of role models in teaching entrepreneurship. Thus the findings of this research indicated that role models are not involved in entrepreneurship teaching thus a deterrent to the development of entrepreneurial abilities and competencies by learners.

Government policies and the involvement of the ministry of education

In Nigeria various policies have been initiated by the government through the ministry of education, however the implementation of these policies targeted at the development of entrepreneurship education have been generally unsuccessful (Garba 2010 pg.143).

Teacher respondents confirmed that besides the provision of policy documents, the government of Nigeria have hardly been involved in facilitating the effective implementation of the policies and teaching of entrepreneurship education. Teachers mentioned that the approach of the curriculum to teaching entrepreneurship is primarily theoretical. They mentioned that despite the incompetence of the curriculum in actually facilitating the goals of the subject, nothing has been done to review the

curriculum on teaching and learning entrepreneurship education.

The teachers expressed their concern regarding the fact that the ministry of education which is the arm of government directly linked with monitoring and implementation of policies in schools focus assessment based on theoretical and academic activities thus having little or no impact in effectively enhancing the teaching of the subject.

The findings of this research indicated that the government have no policies in place targeted at facilitating the involvement of businesses in teaching and learning entrepreneurship education in schools. This would have been a baseline for the enhancement of the practical teaching of the subject. Thus government support to encourage entrepreneurial activities amongst learners is visibly lacking.

Teacher training and development

Teacher training and development is an important and necessary requirement for the achievement of objectives of an effective entrepreneurship program.

All teacher respondents admitted that teacher training was very pertinent to the effectiveness and efficiency of delivery of entrepreneurship education.

However the teachers confirmed that beyond their initial degree or teacher training qualification no form of workshop or training has been organised by the ministry of education as regards entrepreneurship education. Thus the findings of this study validates that additional teacher training is required to facilitate the effective teaching of business and entrepreneurship education.

Recognition and reward for entrepreneurial activities

All teacher respondents confirmed that their schools have no modalities in place for the recognition of entrepreneurial excellence or achievements. As earlier mentioned the teachers stated that since entrepreneurship entrepreneurial education does not reflect practical activities there are no entrepreneurial achievements to be assessed other than academic activities of business and entrepreneurship education.

Thus since there are no activities to show case learner entrepreneurial abilities, the findings of this study validates that entrepreneurial excellence or achievements by learners are not rewarded, recognised or acknowledged.

LIMITATIONS OF THE STUDY

There were insurgencies in Kaduna state of Nigeria as at the time of this study. Thus there was a limitation to the

timeframe available to conduct an extensive survey and a more representative focus group interview. This was because schools had to close earlier than expected and many schools were temporarily closed for security reasons.

Though the present study contributes to existing knowledge regarding entrepreneurship education in Nigeria the focus on sample schools in Kaduna metropolitan area was limited. Hence further research is required to validate the findings of this study.

RECOMMENDATIONS

Based on the conclusions deduced from this study, the following are recommendations targeted at the enhancement of the entrepreneurship program in Nigeria secondary schools with the aim of curbing the challenge of youth unemployment in Nigeria:

The government of Nigeria through the ministry of education should embark on a general review of the present policies of entrepreneurship education in Nigeria. This could be undertaken by universities and various institutions of higher learning. Teachers should be actively involved in this review process, and efforts should be made to ensure that teachers understand the goals and objectives of the policies. This is important in view of the fact that teachers play a pivotal role in the policy implementation process.

An effective system through local authorities aimed at monitoring and evaluating the implementation process of entrepreneurship education policies should be in place. This will ascertain appropriate and effective implementation process. This is evidently absent in the Nigerian educational system. However such monitoring and evaluating systems can be implemented through relevant government policies.

The policy framework should make room for a support system for teachers. The ministry of education should organise routine workshops and seminars on good practices and approaches on entrepreneurship teaching. Online learning resources could be adopted. Local businesses and specialists on enterprise development should be involved in teacher development programs. This will enhance effective teaching methods and facilitate uniformity in the teaching of the subject.

To facilitate the achievement of the goals of entrepreneurship education, the National curriculum should feature entrepreneurship education as an independent subject and not just an aspect of business studies or business education. Entrepreneurship education involves diverse aspects hence a justification for its existence as a separate field of knowledge. Entrepreneurship education as a separate subject would facilitate teachers to motivate learners to start their own ventures rather than becoming employees which is

synonymous with the goals of business studies. This will also attempt to refocus the nature of the educational system to reflect the development of an entrepreneurial culture. It is expected that teachers would have more time for practical oriented teaching if the subject exist separately.

The content of entrepreneurship education should feature discussion of the entrepreneurship process with particular focus on identification and exploitation of business opportunities as the most important ingredient or pre-requisite for starting a business.

Entrepreneurship education should be targeted at the development of entrepreneurial skills and aptitudes through the involvement of learners in various relevant practical activities. Teaching methods should be consistent with enterprise development in students. These practical activities will afford learners the experience necessary to create their own ventures. Practical activities could feature events such as enterprise day activities. These activities could involve a show case of learner's ventures created within the school environment. This will facilitate a link between entrepreneurship education and the real world of business.

An enterprise achievement award program to recognise excellence in learners should be initiated. This will better motivate the development of entrepreneurial skills and aptitudes in learners than the existing system of prize giving ceremonies for academic achievements in business studies.

The ministry of education should initiate a policy linking local business organisations or chambers with schools. This will facilitate the development of relevant enterprise skills through the acquisition of knowledge from real life business mentors. A scheme providing learners with placement opportunities at local businesses is considered pivotal and essential to the development of relevant entrepreneurial skills through work related experiences gained at placement jobs. As an incentive to these businesses the government could put in place a policy of the award of a yearly award of the execution of a government project or contract.

Non- governmental organisations should be encouraged to be involved in the facilitation and development of entrepreneurship teaching in secondary schools.

Conclusively the gap between Nigerian and for instance, British institutions should be bridged. This can be done through various models of exchange programs and funding projects. Examples are the Nigeria – UK research development, the Joint university project and so on. This will be targeted at sharing relevant creative information and providing funding channelled towards enterprise development and the adoption of best practices as regards entrepreneurship teaching and learning.

CONCLUSION

The findings above indicate that the aspects of business education which features entrepreneurship education is not consistent with the goal of the development of entrepreneurial skills and attitudes in secondary school leavers in the sample schools which is the intended learning outcome of an effective entrepreneurship program. Therefore the next section will feature recommendations targeted at enhancing entrepreneurship teaching in Nigerian secondary education with the goal of inculcating entrepreneurial skills in secondary school graduates targeted at curbing youth unemployment in Nigeria.

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APPENDICES

CONSENT SLIP

I (parent/guardian/responsible teacher) give permission for student

Name:

To take part in the research undertaken by Mr Olokundun

Name

Signature

Date

TEACHERS' QUESTIONNAIRE

PLEASE COMPLETE THE FOLLOWING QUESTIONS.

THANKYOU.

SECTION A: DEMOGRAPHICAL

Name of School:

Gender: MALE FEMALE

PLEASE STATE AGE.....

ARE YOU CURRENTLY TEACHING BUSINESS STUDIES AT JSS? YES OR NO

SPECIFY THE CLASSES YOU TEACH BUSINESS STUDIES

.....

PLEASE STATE YOUR HIGHEST QUALIFICATION

.....

PLEASE STATE THE SUBJECT(S) YOU ARE QUALIFIED TO TEACH

.....

HOW WOULD YOU DESCRIBE YOURSELF..... (TICK APPROPRIATE)

RISK TAKER	
SOME ONE WHO PLAYS IT SAFE	

WOULD YOU ENCOURAGE YOU LEARNERS TO..... (TICK APPROPRIATE)

SEEK EMPLOYMENT WITH A FIXED SALARY	
START THEIR OWN BUSINESS	

SECTION B: THE SUBJECT BUSINESS STUDIES AND SKILL DEVELOPMENT.

HAVE YOU RECEIVED ANY TEACHER TRAINING TO TEACH BUSINESS STUDIES?

YES	NO
-----	----

IS BUSINESS STUDIES ANY DIFFERENT FROM THE SUBJECT ECONOMICS?

YES	NO
-----	----

WHAT ARE THE MAJOR DIFFERENCES BETWEEN BUSINESS STUDIES AND ECONOMICS?

.....

DO YOU HAVE ALL THE REQUIRED NATIONAL CURRICULUM DOCUMENTS FOR BUSINESS STUDIES DESCRIBING HOW THE SUBJECT SHOULD BE TAUGHT?

YES	NO
-----	----

ARE REGULAR WORKSHOPS ORGANISED BY THE FEDERAL MINISTRY OF EDUCATION TO DEVELOP SKILLS TARGETED AT ENHANCING THE TEACHING OF THE SUBJECT?

YES	NO
-----	----

DO YOU HAVE ALL THE RELEVANT LEARNING MATERIALS TO TEACH THE SUBJECT? IF NOT, WHAT DO YOU REQUIRE?

.....

SECTION C: ENTREPRENEURSHIP IN THE CURRICULUM AND ENTREPRENEURIAL ACTIVITIES.

WHAT TOPICS IN THE CURRICULUM DEALS WITH ENTREPRENEURSHIP?

.....

HAVE YOU RECEIVED ANY SPECIFIC TRAINING TO TEACH THE ENTREPRENEURSHIP CONTENT IN THE CURRICULUM?

YES	NO
-----	----

DOES THE CURRICULUM REQUIRE YOU TO ENGAGE LEARNERS IN PRACTICAL ACTIVITIES REGARDING ENTREPRENEURSHIP?

YES	NO
-----	----

WHAT TYPE OF ACTIVITIES DO YOU ENGAGE LEARNERS IN?

.....

HAVE YOU EVER ORGANISED AN ENTERPRISE DAY FOR LEARNERS?

YES	NO
-----	----

DO LEARNERS STRUGGLE TO GRASP THE FINANCIAL ASPECT INVOLVED IN ENTREPRENEURSHIP?

YES	NO
-----	----

ARE YOU WELL AQUAINTED WITH ANY SUCCESSFUL ENTREPRENEUR?

YES	NO
-----	----

HAVE YOU EVER INVITED ANY ENTREPRENEUR TO YOUR SCHOOL TO TALK TO YOUR LEARNERS? IF NOT GIVE REASONS?

.....

HOW ARE THE LOCAL BUSINESSES IN YOUR COMMUNITY INVOLVED WITH YOUR SCHOOL?

.....

WHAT ARE THE MAJOR CHALLENGES INVOLVED IN TEACHING ENTREPRENUERSHIP TO LEARNERS?

.....
.....
.....
.....

HOW DOES YOUR SCHOOL REWARD SUCESSFUL ENTREPRENUERIAL ACTIVITIES OF LEARNER?

.....
.....

SECTION D: OPINIONS AND RECOMMENDATIONS.

WHAT DO YOU ENJOY THE MOST ABOUT TEACHING RELEVANT TOPICS ON ENTREPRENUERSHIP?

.....
.....

IN YOUR OPINION DO LEARNERS ENJOY TOPICS RELEVANT TO THE ENTREPRENEURSHIP IN THE CURRICULUM?

YES	NO
-----	----

WHY DOYOU THINK IT'S IMPORTANT FOR LEARNERS TO STUDY BUSINESS?

.....
.....

DO YOU THINK THE CURRICULUM PROVIDES LEARNERS WITH SUFFICIENT KNOWLEDGE AND PRACTICAL SKILLS TO START THEIR OWN BUSINESSES?

YES	NO
-----	----

IF YOU COULD MAKE RECCOMMENDATIONS FOR CHANGES ABOUT THE CURRICULUM, WHAT WOULD YOU WANT CHANGED OR ADDRESSED?

.....
.....
.....

THANK YOU FOR YOUR PARTICIPATION.

STUDENT QUESTIONAIRE

PLEASE COMPLETE THE FOLLOWING QUESTIONS
THANKYOU

SECTION A: DEMOGRAPHICAL

CLASS:

GENDER: MALE FEMALE

AGE:

HAVE YOU STUDIED BUSINESS STUDIES AT SCHOOL IN LAST 3 YEARS?

YES	NO
-----	----

SECTION B: RISK PROFILE AND ACHIEVEMENT ORIENTATION.
WHAT DO YOU PLAN TO DO AFTER SCHOOL? (TICK APPROPRIATE BOX)

FURTHER MY STUDIES AT A TERTIARY INSTITUTION	
LOOK FOR WORK IN A LOCAL ORGANISATION	
WORK OVERSEAS	
TRAVEL	
START MY OWN BUSINESS	
OTHER	

HOW WOULD YOU DESCRIBE YOURSELF.....(TICK APPROPRIATE BOX)

RISK TAKER	
SOMEONE WHO PLAYS IT SAFE.	

DO YOU THINK STARTING YOUR OWN BUSINESS WOULD INVOLVE ANY RISK? BRIEFLY EXPLAIN

.....

WHAT KIND OF BUSINESS WOULD YOU LOVE TO START OR OWN?

.....

GIVE REASONS FOR YOUR CHOICE OF BUSINESS ABOVE?

.....

SECTION C: BUSINESS MOTIVE AND FINANCIAL KNOWLEDGE
WHAT DO YOU UNDERSTAND BY PROFIT?

.....

WHAT WOULD YOU SAY IS MORE IMPORTANT TO YOU?..... (TICK APPROPRIATE BOX)

MAKING A PROFIT	
RENDERING A SERVICE	
BOTH	

FROM YOUR PERSPECTIVE, WHAT WOULD YOU REQUIRE TO START A BUSINESS?

.....

DO YOU THINK HAVING A GOOD IDEA BEFORE STARTING A BUSINESS IS IMPORTANT?

.....

DEFINE A BUSINESS PLAN?

.....

ARE YOU BE ABLE TO PREPARE A BUSINESS PLAN FOR YOUR OWN BUSINESS?

YES	NO
-----	----

ARE YOU ABLE TO COMPUTE HOW MUCH FUNDS YOU WILL NEED TO START UP A BUSINESS?

YES	NO
-----	----

HAVE YOU BEEN INVOLVED IN ANY KIND OF BUSINESS? IF YES DESCRIBE YOUR ROLE

.....

SECTION D: ENTREPRENEUR AND ENTREPRENEURSHIP.
WHO WOULD YOU DESCRIBE AS AN ENTREPRENEUR?

.....

DO YOU KNOW ANY SUCCESSFUL ENTREPRENEUR IN YOUR COMMUNITY?

YES	NO
-----	----

WHAT ATTRIBUTES DO YOU THINK AN ENTREPRENEUR SHOULD HAVE?

.....
.....
.....
.....
.....

WOULD YOU LIKE TO BECOME AN ENTREPRENEUR?

YES	NO
-----	----

SECTION E: ENTREPRENEURSHIP IN CURRICULUM

DID YOU COVER THE TOPIC ENTREPRENEURSHIP IN BUSINESS STUDIES?

YES	NO
-----	----

WHAT PRACTICAL ACTIVITIES WERE YOU EXPOSED TO THAT WAS RELEVANT TO ENTREPRENEURSHIP?

.....
.....
.....
.....

HAS YOUR SCHOOL INTRODUCED YOU TO SUCESSFUL ENTREPRENEURS? IF YES, DESCRIBE THE EVENT

.....
.....
.....
.....

HAVE YOU BEEN INVOLVED IN AN ENTERPRISE DAY AT YOUR SCHOOL? IF YES, WHAT DID YOU DO FOR THE ENTYERPRISE DAY?

.....
.....
.....
.....

ARE YOU ABLE TO START A BUSINESS OF YOUR OWN WITH THE KNOWLEDGE AND EXPERIENCE YOU'VE GAINED STUDYING BUSINESS?

YES	NO
-----	----

WHAT IS MOST EXCITING FOR YOU ABOUT BUSINESS STUDIES?

.....
.....
.....
.....

IF YOU COULD MAKE RECCOMMENDATIONS FOR CHANGES IN THE SUBJECT WHAT WOULD YOU WANT CHANGED?

.....
.....
.....
.....

WOULD YOU RECOMMEND YOUR COLLEGUES TO DO BUSINESS STUDIES?

YES	NO
-----	----

THANKS FOR YOUR PARTICIPATION.

FOCUS GROUP DISCUSSION GUIDE

INTERVIEW QUESTIONS FOR TEACHERS

1. What would you consider the major challenges in teaching business studies/commerce?
2. What regular programs are you exposed to facilitate skill development in subject delivery?
3. Briefly describe the practical activities relevant to entrepreneurship you engage your learners in?
4. How do you expose learners to discussions with real life entrepreneurs?
5. In your opinion what are the major challenges of teaching entrepreneurship in your school?
6. What would you like to alter or change in the curriculum to make entrepreneurship teaching and learning more effective?
7. Generally what recommendations would you give for the enhancement of entrepreneurship education in Nigeria?

THANK YOU FOR YOUR PARTICIPATION