

CHALLENGES AFFECTING THE IMPLEMENTATION OF ENTREPRENEURIAL SUBJECTS IN PUBLIC SECONDARY SCHOOLS IN IFAKO-IJAIYE METROPOLIS, LAGOS STATE, NIGERIA

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Abstract

Entrepreneurship education system in Nigeria is designed to produce competent craftsmen for the different sector of the economy who are expected after graduation to be able to test, diagnose proffer solution to different problems and be self-reliant. This study investigated the challenges affecting the implementation of entrepreneurial subjects in public secondary schools in Ifako Ijaiye metropolis, Lagos State. A descriptive survey research design was adopted for this study. The sample for this study consisted of 288 secondary school students in Ifako Ijaiye, Lagos State. The data was collected using a questionnaire titled "Effective implementation of entrepreneurial subjects (SPES)". Descriptive Statistics (Mean and Standard Deviation) was used to analyse the three research questions at 0.05 level of significance. The result revealed that laboratories in the schools have no adequate facilities, there are no qualified teachers and that the teachers are not adequate to teach the skill subjects. The result further revealed that entrepreneurial studies do not appeal to students to learn and they do not get good results in their subjects. Lastly, the result revealed that there should be adequate provision for entrepreneurial studies teachers, practical skills interest should be shown by the youths to study entrepreneurial studies and curriculum planners should improve the contents of entrepreneurial studies to make it a core requirement for all students in junior, secondary and tertiary level in Ifako Ijaiye, Lagos State. It is recommended among others that adequate instructional facilities should be procured by the school authorities, parents and that there should be more publicity of entrepreneurial studies by school authorities. Lastly, the entrepreneurial laboratories should be adequately equipped with the state of the art facilities to enhance teaching and learning.

Keyword: Challenges, Implementation, Entrepreneurial Subjects.

Introduction

The economic recession in the country has led to unemployment of graduates of higher institutions. The rising figure of the unemployed youth is quite disheartening; as white collar jobs are not readily available. Based on this scenario, technical and vocational education was designed by the government to equip youths with relevant skills which will make them to be self-reliant, thereby making them to be employers of labour. Olayinka and Oyenuga (2010) asserted that technical and vocational education system is designed to produce skills in crafts and this is specified in the curriculum for all the Technical Colleges by the National Board for Technical Education (NABTEB). Technical skills such as engineering architecture, wood works, carpentry and joinery, furniture making, catering, craft practice, garment and textile making etc. have

been introduced in the secondary school curriculum. The focus of the training is to equip the students on entrepreneurship education which will serve as a means of livelihood for them. Abraham and Ivan (2007) asserted that entrepreneurship education was designed to develop the understanding and capacity for pursuing entrepreneurial skills, abilities and knowledge.

Jones and English (2004) defined entrepreneurial education as the process of providing students with the knowledge to see commercial opportunities where others have not noticed it. Adelani (2007) affirmed that entrepreneurial education is the aspect of education which equips and create in an individual a mind set to undertake the risk of venturing into something new by applying the knowledge and skills already acquired in school. In the opinion of Jack (2014), he opined that entrepreneurial education

should not only be designed to teach an individual on how to run a business, but rather it should focus on imparting on the individual an art of creative thinking, promoting self-worth, accountability, training them to be self-reliant and being able to generate employment for others.

Fashua (2008) confirmed that entrepreneurial education creates the willingness and ability in a person to seek out investment opportunities in the society and be able to establish and run an enterprise successfully based on the identified opportunities. It is a type of education which has the ability to impact on the growth and development of an enterprise through vocational training. Entrepreneurial subjects are introduced by the government through the Federal Ministry of Education to equip the students with the attitudes and competencies in order to be job creators/employers of labour and not job hunters. National Educational Research and Development Council (NERDC) listed 34 trade entrepreneurship subjects for the secondary education as: auto body repair and spray painting, auto electrical work, auto mechanical works, auto parts merchandising, air conditioning refrigerator, welding and fabrication engineering practice, electrical installation and maintenance works, radio, TV and electrical works, block laying, brick laying and concrete works, painting and decoration, plumbing and pipe fitting, machine woodworking, carpentry and joinery, furniture making, upholstery, catering and craft practice, garment making, textile trade, dyeing and bleaching, printing, cosmetology, leather goods manufacturing and repair, keyboarding, Shorthand, data processing, store keeping, book keeping, GSM maintenance, photography, tourism, mining, animal husbandry, fisheries, marketing and salesmanship. As stated by NERDC each school is free to adopt one or some of the entrepreneurship subjects and it is mandatory for students to choose one entrepreneurship subject in SS1 and offer such till SS3. The implication of this is that the students would have been equipped with relevant functional trade/entrepreneurship skills which they will need for job creation and wealth maximization.

Furtherance to this, entrepreneurial subjects in the secondary school is designed to equip the students with positive attitudes and skills acquisition to be self-reliant, thereby not relying on the government for a white collar job (Banabo & Ndiomu, 2011). Nwangwu (2009) highlighted the objectives of entrepreneurial education in institutions as follows:

- . Students are provided with adequate training to make them creative to identify business opportunities.

- . Equip youths with functional education in order to be self-employed and reliant.
- . Providing youths with the skills and abilities to meet the manpower needs of the society.

Despite the intention of the government to inculcate in the youths the entrepreneurial skills from the secondary schools' level; it is obvious that the implementation of the entrepreneurial studies had been facing some challenges which make the exercise to be discouraging. Amongst the challenges facing the implementation are non-availability of equipments and facilities to teach, over-populated classrooms, lack of practical teaching tools, lack of funding of education by the government, incompetent teachers to teach the skill subjects etc.

In a country like Nigeria who is facing economic recession and not being able to gainfully employ its youths, it is apt to say that it is becoming necessary to inculcate into the students the culture and attitudes of technical and vocational skills through proper implementation of entrepreneurial subjects (Olaniyan & Ojo, 2008). The study intends to investigate the challenges affecting the implementation of entrepreneurial subjects in public secondary schools in Ifako Ijaiye metropolis, Lagos State.

Objectives of the Study

The main objective of this study is to investigate the challenges affecting the implementation of entrepreneurial subjects in public secondary schools. Other specific objectives are:

- i. To examine the challenges facing entrepreneurial subjects in public secondary schools.
- ii. To examine the attitude of students to entrepreneurial subjects in public secondary schools.
- iii. To proffer solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools.

Statement of the Problem

The art of inculcating the entrepreneurial skills on the students start from the secondary schools where they are made to involve/learn some skill subjects which will be useful to them after graduation. This has been designed in the secondary school curriculum and made compulsory for students to sit for at least on entrepreneur subjects. The government made this compulsory in order to solve some of the unemployment problems facing the nation. But despite this arrangement, the entrepreneurial subjects have been facing a lot of problem in Ifako-Ijaiye.

Lagos in specific and the Nigerian secondary school in general. This problem could be attributed to the government for non-funding of the schools, non-challant attitude of the students towards the skill subjects; shortage of competent supporting staff, lack of basic textbooks that could illustrate local examples for better understanding and the overloading of the curricula which are more academic than being practical are some of the problems to achieve effective implementation of entrepreneurial subjects. Hence, this study intends to investigate the challenges affecting the implementation of entrepreneurial subjects in public secondary schools in Ifako-Ijaiye metropolis, Lagos State, Nigeria.

Research Questions

The following research questions are raised to guide the study

- What are the challenges facing entrepreneurial subjects in public secondary schools?
- What are the attitudes of students to entrepreneurial subjects in public secondary schools?

- What are the solutions to challenges facing effective implementation of entrepreneurial subjects in the public secondary schools?

Research Design

The design that was adopted for this study for the purpose of data collection was the survey research method. Principally data was collected through one major source of evidence, which was questionnaire.

Population of Study

The population of this study comprised of seven hundred and twenty (720) students in Ifako-Ijaiye, Lagos State, Nigeria.

Sample and Sampling Technique

For the purpose of the study 288 secondary school students was considered. The sample was selected randomly. The table below showed the selection.

List of Schools in Ifako Ijaiye, Lagos State.		No of Teachers	10%	No of Students	40%
S/N	Schools				
1	Model College, Meiran, Lagos State	50	05	80	32
2	Ijaye Ojokoro Senior High School, Ijaye, Lagos State.	60	06	100	40
3	Sonmori High School, College Road, Ojodu, Lagos.	45	4.5	100	40
4	Keke Senior High School, Agege, Lagos State.	50	05	100	40
5	Iju Senior Grammar School, Iju, Lagos State.	46	4.6	80	32
6	Islam Girls High School, Iju, Lagos State.	50	05	80	32
7	Fagba Senior Grammar School, Fagba, Lagos State.	52	5.2	100	40
8	The African Church Model College, Fagba, Lagos State.	60	06	80	32
Total		413	41.3	720	288

Instrumentation

For the purpose of this study, self-designed questionnaires were used. The questionnaires were divided into two sections A, B and C respectively. Section A contained the demographic questions on personal information while section B and C contained the psychographic questions bothering on issues at stake. Section B was used to elicit responses on inhibitors affecting the teaching and learning of

entrepreneurial subjects. It was a 4 point Likert of 23 items' scale ranging from strongly agree (SA) to strongly disagree (SD). Item sampled include: "There are no learning equipments in our school", "There is no typing pool", "The technology laboratories have no adequate facilities", "The typing pool has no sufficient typewriters", "there is no computer laboratory". However, section C was used elicit responses on strategies of implementation of

entrepreneurial subjects. It was a seven item of 4-point Likert scale ranging from strongly agree (SA) to strongly disagree (SD). The reliability of the instrument was established using test re-test method. This instrument was administered to respondents who were not part of the population in a given week and administered again to the same set of respondents after a-week interval. The result was then correlated to yield the reliability coefficient of 0.79.

Method of Data Analysis: For the purpose of this study, research questions one to three were analyzed using the Descriptive Statistics (Percentages, Mean and Standard Deviation).

Analysis of Research Questions
Question One: What are the challenges facing entrepreneurial subjects in public secondary schools?

Table 1: Mean rating of challenges facing entrepreneurial subjects in public secondary schools

S/N	Items	Mean	Std	Remarks
1	There are no learning equipment in our school	2.78	1.02	Accepted
2	There is no typing pool	3.06	1.08	Accepted
3	The technology laboratories have no adequate facilities	3.35	0.93	Accepted
4	The typing pool has no sufficient typewriters	2.62	0.87	Accepted
5	There is no computer laboratory	2.84	0.96	Accepted
6	The computer laboratory has no adequate facilities	2.41	0.86	Rejected
7	There is no departmental laboratory	3.33	1.20	Accepted
8	The departmental laboratory is not stocked with adequate textbooks	3.31	1.13	Accepted
9	There is no adequate classroom for teachers	3.37	1.21	Accepted
10	There is no model office	3.41	1.15	Accepted
11	The model office is not stocked with relevant facilities	3.47	1.12	Accepted
12	There are no qualified teachers	1.44	0.49	Rejected
13	The teachers are not adequate	1.10	0.31	Rejected
14	There are no local textbooks for entrepreneurial subjects	3.39	1.17	Accepted
15	The local textbooks for entrepreneurial subjects are not adequate	3.72	2.24	Accepted
16	Students want entrepreneurial subjects removed from school curriculum	3.34	1.20	Accepted
17	Teachers want entrepreneurial subjects removed from school curriculum	3.31	1.20	Accepted
18	Students do not patronize the local textbooks	2.10	0.90	Rejected
19	Students do not come to class regularly	3.12	1.18	Accepted
20	Students did not do assignment regularly	3.30	1.20	Accepted
21	Poor methods of instruction	3.33	1.20	Accepted
22	There is compromise of entry qualification	3.34	1.20	Accepted
23	The public is not aware of the relevance of entrepreneurial subjects	3.23	1.18	Accepted

Table 1 indicates that items numbered 1,2,3,4,5,7,8,9,10,11,14,15,16,17,19, 20,21,22 and 23 with mean scores above 2.50 agree with the statements that they are the challenges facing entrepreneurial subjects in public secondary schools while items numbered 6, 12 and 13 with mean scores below 2.50 disagreed with the statement. However, items 15- "the local textbooks for entrepreneurial subjects are not adequate", 11- "the model office is

not stocked with relevant facilities" and 10- "there is no model office" proved to be the most critical challenges facing entrepreneurial subjects in public secondary schools in Ifako Ijaiye, Lagos State.

Research Question Two: What are the attitude of students to entrepreneurial/trade subjects in public secondary schools?

Table 2: Mean rating of students' attitude to entrepreneurial subjects in public secondary schools

S/N	Item	X	SD	Remarks
1	Students do not get value for their effort in entrepreneurial/trade subjects	2.77	0.94	Accepted
2	Students are not nervous to learn new Entrepreneurial Studies	3.19	0.98	Accepted
3	Students do not get good results in Entrepreneurial Studies	3.25	0.96	Accepted
4	Students are not worried about Entrepreneurial Studies than any other subject	2.74	0.83	Accepted
5	Students are not worried to learning difficult topics in Entrepreneurial Studies	2.88	0.98	Accepted
6	Entrepreneurial Studies is always difficult for students no matter how they studied	2.21	0.92	Rejected
7	Students are not naturally good at Entrepreneurial Studies	3.07	1.32	Accepted
8	Students have no confidence when it comes to Entrepreneurial Studies.	3.06	1.24	Accepted
9	Entrepreneurial Studies is not a subject students enjoy doing	3.13	1.35	Accepted
10	Having to spend a lot of time on a Entrepreneurial Studies problem frustrates students	3.19	1.28	Accepted
11	Students did not understand how they get so enthusiastic about learning Entrepreneurial Studies	3.28	1.26	Accepted
12	Students became completely absorbed doing Entrepreneurial Studies problems	1.41	0.49	Rejected
13	Students likes to be given the answer than have to work it out myself when puzzled with Entrepreneurial Studies	1.08	0.30	Rejected
14	Students like to stick at a Entrepreneurial Studies problem until they get it out	3.17	1.30	Accepted
15	Entrepreneurial Studies does not appeal to Students	3.62	2.63	Accepted

Table 2 indicates that all the items numbered 1- 15 are with mean scores above 2.50 which agree with the statements that they are the attitude of students to entrepreneurial subjects in public secondary schools. Items numbered 15- "Entrepreneurial Studies does not appeal to Students", 11- "Students did not understand how they get so enthusiastic about learning Entrepreneurial Studies", and 3- "Students do not get good results in Entrepreneurial Studies"

with mean score of 3.62, 3.28 and 3.25 respectively appeared to be the attitude of students to entrepreneurial subjects in public secondary schools in Ifako Ijaiye, Lagos State.

Research Question Three: What are the solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools?

Table 3: Mean rating of solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools

S/N	Items	X	SD	Remarks
1	Adequate funding of Entrepreneurial Studies	2.77	0.91	Accepted
2	Adequate provision for Entrepreneurial Studies teachers	3.27	0.59	Accepted
3	Provision of facilities and equipment for Entrepreneurial Studies education	2.90	0.80	Accepted
4	Curriculum planners should improve the design of Entrepreneurial Studies to make it a core requirement for all students in both Junior, secondary and tertiary level	3.21	0.67	Accepted

5	Good supervision of Entrepreneurial Studies programme	3.18	0.59	Accepted
6	Entrepreneurial Studies should be seen as commercial education	2.99	0.71	Accepted
7	Student should be interested in the study of Entrepreneurship	3.23	0.59	Accepted

Table 3 indicates that all the items numbered 1- 7 with mean scores above 2.50 agree with the statements that they are the solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools. Items numbered 2-“adequate provision for Entrepreneurial Studies teachers”, 7-“Interest on the part of youth to study Entrepreneurial Studies” and 4-“Curriculum planners should improve the design of Entrepreneurial Studies to make it a core requirement for all students in both Junior, secondary and tertiary level with mean score of 3.27, 3.23 and 3.1 respectively are the solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools in Ifako-Ijaiye, Lagos State.

Discussion

The purpose of this study was to investigate the effective implementation of entrepreneurial subjects in public secondary schools. Research question one stated that: 'what are the challenges facing entrepreneurial subjects in public secondary schools?' The result of the findings revealed that some schools' laboratories have no adequate facilities, where some schools have, the major problems is the power supply. Also, there are no qualified teachers to teach the skill subjects. The teachers offering the subjects do not know the technical know-how. For example, auto electrical, mechanical works, fabrications, printing etc. require an expert to teach the students. The available teachers teach on the surface and this cannot make the students to be competent in handling the major machines. When students are exposed to the different technical know-how, it will be beneficial to them in future. Adeyemo, Ogunleye, Oke and Adenle (2010) opined that majority of the institution graduates are not employable because of inadequate teaching facilities in the schools and lack of qualified skill personnel to teach the subjects; as such the students are not properly prepared for the world of work. The finding is in consonance with Adelan (2007) who discovered that inadequate teaching facilities is a major challenge facing entrepreneurial/trade subjects in public secondary schools in Nigeria.

Research question two stated that: 'what are the attitudes of students to entrepreneurial subjects in public secondary schools?' The result revealed that students show negative attitude to entrepreneurial studies as it does not appeal to them, they do not come to classes regularly and assignments are not done. Majority of the students prefer courses like Medicine, Law, Accounting in the higher institutions, they would rather want to concentrate on the subjects that will help them to achieve their aim. Their participation in the entrepreneurial skill subjects at the secondary level is low and less emphasis was placed on them. As such, they do not pay attention to what is being taught thereby affecting their performance in the examinations. The result of the finding corroborates the findings of Jackling (2002) and Christensen (2004) which discovered a negative attitude among the first year students of Business Education in the University. The findings are supported by Dewan and Kaplan (2005) who revealed that since the Entrepreneurial studies requires more of practice and applications, students are lacking in zeal to put in more efforts in studying the subjects.

Research question three stated that: 'what are the solutions to challenges facing effective implementation of entrepreneurial subjects in public secondary schools?' The result revealed that there should be adequate provision for teachers of entrepreneurial studies. There should be interest on the part of youth to study entrepreneurial studies. Uche, Akanni and Sobowale (2017) asserted that entrepreneurial skills are needed by the students and education must be designed to provide this for them in order to cope with the demands for survival. As such, the curriculum should be tailored to improve the design of entrepreneurial studies to make it a core requirement for all students in junior, secondary and tertiary level. This result of the findings agrees with Ukoje (2004) that there is need for acquisition of more instructional facilities for entrepreneurial studies, students should patronize local textbooks, there should be wide publicity of the entrepreneurial programme and that entrepreneurial studies should be made a core subject in the schools. He further stated that the provision of shorthand studios, typing pool with sufficient typewriters, procurement of more computers are the strategies for enhancing the successful implementation of the entrepreneurial studies.

Conclusion

Entrepreneurial studies have the potentials to help students acquire relevant skills for self-employment and for office occupation, thus reducing unemployment rate. The result of this study has revealed that the schools' computer laboratory has no adequate facilities, there are no qualified teachers and that the teachers are not adequate. It also revealed that entrepreneurial studies do not appeal to the students, they are not enthusiastic about learning entrepreneurial studies, they do not get good results in the subject, they do not come to classes regularly, assignments are not regularly done etc. It was lastly revealed that in order to find solution to the challenges, adequate provision for entrepreneurial studies' teachers should be done, interest on the part of youth to study entrepreneurial studies should be shown and the curriculum planners should improve on the design of entrepreneurial studies to make it a core requirement for all students in both junior, secondary and tertiary level. Therefore, the solutions highlighted must be successfully implemented in Ifako-Ijaiye in order to ensure the achievement of entrepreneurial studies' objectives and goals.

Recommendations

The following recommendations are made based on the findings of the study.

1. Students should be encouraged to acquire practical experiences of entrepreneurial skills during and after schooling in order to significantly make them employable.
2. Periodic seminars, conferences and workshops should be organized for the teachers and student to improve these skills.
3. There should be provision of adequate instructional facilities by the school authorities to aid teaching and learning.
4. Students should be motivated by the teachers, principals and government in terms of granting scholarship to the best students in entrepreneurship studies.
5. There should be partnership between the schools and private investors/artisans in encouraging the students to be more active in the practicability aspects of entrepreneurial studies.
6. There should be more publicity of entrepreneurship studies by school authorities.
7. Adequate personnel should be provided by government and other educational stakeholders.
8. The entrepreneurial laboratory should be adequately equipped to aid teaching and learning of entrepreneurship studies.

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