
Poverty Reduction Through Entrepreneurship Education In Senior Secondary Schools In Enugu State

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Abstract

The study focused on reducing poverty through entrepreneurship education in senior secondary schools in Enugu State. Descriptive survey research design was adopted for the study. Two research questions and one null hypothesis guided the study. The population for the study comprised of all the 250 principals and 12,025 senior secondary school teachers. A sample of 480 respondents was selected using disproportionate stratified random sampling technique. Questionnaire containing 20 items was the instrument for data collection. Mean and standard deviation were used in answering the research question while t-test was used in testing the null hypothesis. The major findings of the study among others include: government's efforts towards the inclusion of entrepreneurship education in senior secondary schools curriculum in Enugu State is inadequate; Entrepreneurship education develops the interest of the students towards being self-reliant. It also revealed that there is no significant difference between male and female teachers on the benefits of entrepreneurship education in senior secondary schools in Enugu State. It was recommended that teachers should be trained on entrepreneurship education.

Key Words: Entrepreneurship education, poverty, poverty reduction, senior secondary school

Introduction

Social vices have continued to be on the increase in Nigeria due to joblessness and lack of entrepreneurial skills and education among youths. This can be justified as employable youths who have no job continue to roam about the streets practicing and involving themselves in cultism, taking of hard drugs and more so engage in stealing and armed robbery which they take to be the sure way of ameliorating the level of poverty in their lives.

The incidence of poverty in Nigeria is on the high side, where 70% of the total population has been classified as poor (Nigeria entrepreneurship initiative, 2009; Ewhrudjakpor, 2008) This rate of poverty is however accentuated by the increasing rate of unemployment, high level of illiteracy, corruption and bad governance among others. The federal government in May, 1999, expressed deep concern about the rising incidence of poverty in Nigeria. The government realized that if the worsening poverty situation is

not checked, the future of the nation would be doomed. In light of this, the Government introduced a number of programmes and measures aimed at making a dent on poverty. Among the early activities of the government were the introduction of the following programmes: National Accelerated Food Production Programme and the Nigerian Agricultural and Co-operative Bank 1972; Operation Feed the Nation: to teach the rural farmers how to use modern farming tools. 1976; Green Revolution Programme: to reduce food importation and increase local food production. 1979; Directorate of Food, Roads and Rural Infrastructure (DFRRI) 1986; Family Support Programme and the Family Economic Advancement Programme 1993; National Poverty Eradication Programme (NAPEP) 2001; The Millennium Development Goal 2000. Which has the eradication of extreme poverty and hunger, achievement of universal primary education, promotion of equality and empowerment for women, reduction of child mortality, improvement of maternal health, combating human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDs), Malaria and other diseases, ensuring environmental sustainability, developing a global partnership for development as well as National Economic Empowerment and Development Strategy (NEEDS) (FRN, 2006).

Despite all the laudable programmes initiated by the federal government of Nigeria to reduce poverty on number of people who lived on less than a dollar in year 2015, there still exists a high level of poverty, Nigeria's high poverty head-count ratio, measured at 70 and 91 percent of the population living on less than \$1.00 per person per day, and \$2.00 per person per day, respectively. It also reveals low levels of human capability with inadequate access to sanitation (54%) and portable water (62%) as well as low life expectancy at birth (52 %) (Barnes, 2010). This therefore calls for the proper implementation of entrepreneurship education that will help in training, help individuals to be empowered and escape poverty by providing them with the skills and knowledge to raise their output, income and wealth. Aliu (2007) asserts that the millennium development goals coupled with the pressure of globalization therefore create new challenges for countries, especially, the underdeveloped ones to refocus their attention in dealing with these myriad socio-economic problems. It is disheartening when looking at deteriorating position of Nigeria, despite its great natural wealth the country is poor and social development is limited. If present trend continues the country is not likely to meet the millennium development goals (National Planning Commission, 2004). According to Federal Republic of Nigeria in the National Policy on Education (2004), the broad aims and objectives of secondary education in Nigerian educational system are preparation for useful living within the society (self-employment) and preparation for higher education. With the growing number of students coming out from secondary school there are measures to be taken to train secondary school student with skills for useful living. If these measures are not taken there is every tendency that the situation will escalate the rate of poverty and corruption and other social vices like armed robbery, cultism and prostitution among youths in the society. Hence it will be better for the government to make policies to facilitate entrepreneurial education in senior secondary schools for self reliance. This will go a long way in preparing young school leavers on how to start private establishments which will make them self-reliant. It is expected that educational institutions especially at the senior secondary school level will become centres for inculcating the spirit of entrepreneurship rather than the spirit of passing exam to fill social work roles (white collar job) rather than producing individuals who can transform the society (Yohanna, 2013) . Education should therefore encompass both academic

knowledge and practical skills to prepare young people for responsible citizenship and the world of work.

Fostering entrepreneurial attitudes and skills in senior secondary school raises awareness of career opportunities, as well as of ways young people can contribute to the development and prosperity of their communities. It helps reduce youth vulnerability, social marginalization and poverty and in turn makes them entrepreneurs who turn ideas into action, creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Developing mindsets, generic attributes and skills that are the foundations of entrepreneurship can be complemented by imparting more specific knowledge about business in the lives of students at the senior secondary school level. If secondary school education is seen not only as centers for knowledge creation and acquisition but also centers for human empowerment and development through entrepreneurial skills acquisition and training, it will greatly assist in changing the psyche of students from studying, get certificate and work, but instead prospective student should think of coming to school to acquire entrepreneurial skill and work for themselves to enable them start businesses that will make them self-reliant after their secondary school education as this will help them to be liberated from the shackles of poverty.

Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to, not having the land on which to grow one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living on marginal or fragile environments, without access to clean water or sanitation (UN Statement, June 1998). [World Bank](#) (2004) defines poverty as deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life. Edoh (2003) seems to shed more light on what really constitutes poverty when he asserts: "Poverty has various manifestations, including lack of Income and productive resources sufficient to ensure sustainable livelihood; hunger and malnutrition, ill health; limited or lack of access to education and other basic services, increase morbidity and mortality from illness, homelessness and inadequate housing; unsafe environments, social discriminations and exclusion". It is also characterized by a lack of participation in decision and in civil, social and cultural life. That is, they have little or no material means of surviving, education, and other physical means of living and improving one's life. Poverty reduction is any process which seeks to reduce the level of poverty in a community, or amongst a group of people or countries. These processes can be education, economic development, and income redistribution which are aimed at removing social and legal barriers to income growth among the poor. The level at which restiveness is reduced among youths in the society is dependent on the kind of training given to them which will enable them to be gainfully engaged. A good number of students who have completed their secondary education but failed to secure admission into institutions of higher learning are in dilemma. This is because they are not equipped with the requisite skills for self-employment (Igwe 2007). This can only be achieved within the context of the senior secondary school level at their early age by

training them on entrepreneurial skills which will make them innovative, well-educated, and entrepreneurial citizens who, whatever their walk of life is will have the spirit and inquisitiveness to think in new ways, and the courage to meet and adapt to the challenges facing them. Williams (2002) also stated that the training programmes in the country both at secondary and tertiary levels have concentrated more on teaching knowledge and skills in principles devoid of practical experiences in related fields.

Entrepreneurial programmes encourage and help to build the economic growth of a nation. This can be achieved through individuals or young school leavers who meaningfully engage themselves with the meager resources at their disposal to take the risk of doing business that will help liberate them from the poverty line of abject poverty as well as become part of national development. The word entrepreneur has been defined as a person who makes money by running businesses, especially when this involves taking financial risks (Hornby, 2010). Ekwue (2008) defined an entrepreneur as a person who is able to see business opportunities, be willing to take financial risks and be able to plan and follow through. Meredith (1983) also defined an entrepreneur as a person who possesses the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. However, an entrepreneur is a person who is driven to establish a business to take advantage of the financial opportunities and personal fulfillment offered, by pursuing their own dreams and shaping their own destiny in local, national and global economies. In business context, it means to start a business, identify a business opportunity, organize resources, manage and assume the risk of a business or an enterprise. Entrepreneurs assemble resources, finance and business in an effort to transform innovations into economic goods. Educating the youth is necessary to make changes in the knowledge, skills, values, behaviour and lifestyles required to enable them achieve sustainability and stability in their lives.

Entrepreneurship, according to Omolayo (2006) is the act of starting a company, arranging business deals and taking risks in order to make profit through the education skills acquired. Hence, entrepreneurship can be described as the process of bringing together creative and innovative ideas and coupling these with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth. Nwangwu (2007) opined that entrepreneurship is a process of bringing together the factors of production which include land, labour and capital so as to provide a product, or service for public consumption. However, the operational definition of entrepreneurship is the willingness and ability of the person or persons to acquire educational skills to explore and exploit investment opportunities, establish and manage a successful business enterprise.

Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Entrepreneurship education seeks to prepare people particularly the youths: to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by training them in real life learning experience whereby they can take risks, manage result and learn from the outcome (Suleiman2010). Entrepreneurship education is teaching people that they can either take or create a job. This will enable them to be self-employed and not relying on other job security. Often, it creates new job for others at the same time. Osuala (2010) defined entrepreneurship education as a programme or part of a programme that prepares individuals to undertake the formation and or operation of small business enterprises which also includes franchise

operations for the purpose of performing all business functions relating to a product or service with emphasis on social responsibilities, legal requirement and risks for the sake of profit involved in the conduct of private business enterprises. From the above definition, it is evident that entrepreneurship education could turn around the economic fortune of Nigeria by providing jobs and reduce the unemployment rate in Nigeria hence reducing the poverty level of Nigerians. These will no doubt reduce or eliminate poverty and help to increase per capital income in the country which is one of the cardinal points of Millennium Development Goals (MDGs).

Secondary education is a form of education children receive after primary education and before tertiary stage and it is aimed at preparing the youth for useful leaving within the society, for those who are able and willing for the preparation for higher education (Adeogun 1999). It is after elementary or [primary education](#), and before [university](#) (tertiary) education. Students spend six years in Secondary School, that is 3 years of JSS (Junior Secondary School), and 3 years of SSS (Senior Secondary School). It is divided into two levels. Junior secondary school (JSS) which usually begins from ages 11 to 14 and Senior secondary school (SSS) which begins from ages 15 to 18.

Senior secondary education is generally the final stage of compulsory education. By Senior Secondary School Class 2 (SS2), students are taking the GCE O'Levels examination which is not mandatory, but most students take it to prepare for the Senior Secondary Certificate Examination. The Senior Secondary School Exam is taken in the last year of secondary school (SS3). Students at the senior secondary school level are usually trained, tested and counseled through one of three areas of concentration: academic (science or humanities), technical/commercial, or vocational education. The core required courses for all students includes English language, a Nigerian language, mathematics, science (physics, chemistry, and biology), humanities (literature, history, or geography), and either an agricultural science or a vocational subject. They also select three more subjects from a wide range of electives depending on each school's resources. The more common electives are Christian or Islamic religion; business subjects such as economics, commerce, and accounting; foreign languages; computer science; fine arts; physical education; food and nutrition; home management; clothing and textile; applied electricity; auto mechanics; technical drawing; woodwork; and metalwork. It is worthy of note that the above subjects usually taught in the senior secondary school level is to enable them get certificate for white collar job and equality in the social class, as well as become self-reliant and employers of labour rather than being jobless, unemployed and poor.

The proper implementation of entrepreneurship education in senior secondary school will invariably serve as a panacea for poverty reduction in Nigeria. Therefore, in the context of this study, poverty reduction in Nigeria through entrepreneurship education in senior secondary school implies helping young people at the last level of secondary school education to learn how to be self-reliant and employers of labour by starting up small enterprises with the vision of development with the little available resources at their disposal in a bid to reduce the plague of unemployment in Nigeria which usually leads to abject poverty in the society.

Statement of the problem:

Enugu State is a State that is endowed with rich human and material resources, yet a larger proportion of her members are poor. The socio-economic conditions of the people have declined despite the increasing revenue generation from coal. The growing incidence and the dynamics of poverty in Enugu State have divided

and polarized the country between the rich and poor, educated and the uneducated (National Planning Commission, 2005). The poor/illiterate parents breed poor children, thereby creating a kind of dynasty of poor. The challenge is that there is need to reform the economy so as to boost economic growth and also to empower the people through education in order to revitalize the weakened social statute of the society.

Over the years, poverty has continued to stare Nigerian citizens on their faces due to the high rate of unemployment of graduates from both university and secondary schools. Every year graduates are turned out in various schools both in the secondary and tertiary level of education to the labour market without being meaningfully engaged by private enterprises or white collar jobs by the government. Hence, Nigerian youths (graduate) keep roaming about the streets looking for how they can make both ends meet. This situation eventually lures them to various social vices like cultism, armed robbery and kidnapping. The reason for being restive is that they have not been trained or taught how they can turn ideas to innovations. Thus, the only way youth restiveness can be controlled is when the senior secondary school curriculum is being modified to suit the goal of secondary education which is to prepare students for a useful living within the society to enable them meet up with the present trend of unemployment by training those in the senior secondary education who are graduating on how they can become self-reliant citizens through engagement in vocational work like painting, sculpture, computer services, photocopying and this will boost their financial status and in turn make them employers of labour rather than being idle and jobless. There is need for government to device a more profitable means of salvaging the problem of unemployment among secondary school graduates having realized that all the laudable programmes launched by the government to curb poverty in Nigeria seem to have failed. Hence, the problem is what are the efforts government will put in place to enable the inclusion of entrepreneurship education active in the senior secondary school curriculum.

Objective of the Study: The general purpose of the study is to determine how entrepreneurship education can reduce poverty through senior secondary school education in Enugu State. Specifically, the study seeks to:

1. Determine the extent to which government makes effort towards the implementation of entrepreneurship education in senior secondary schools in Enugu State.
2. Determine the relevance of entrepreneurship education to senior secondary school students

Research Questions:

The following research questions are stated to guide the study:

1. To what extent has the government made efforts towards the implementation of Entrepreneurship education in senior secondary schools in Enugu State.
2. What is the relevance of entrepreneurship education to senior secondary school students?

Hypotheses:

The following null hypothesis was formulated to guide the study:

HO₁ There is no significant difference in the mean rating scores of male and female teachers regarding the benefit of entrepreneurial skills in senior secondary school in Nsukka Local Government Area of Enugu State.

Research Method:

Descriptive survey research design was employed in the study. Nworgu (2006) described a survey as a study which aims at collecting data and describing in a systematic manner,

the characteristics, features or facts about a given population. The study sought the opinion of the principals and secondary school teachers on poverty reduction through entrepreneurship education in senior secondary schools in Enugu State.

The study was conducted in senior secondary schools. Enugu State has six education zones, namely: Agbani, Awugu, Enugu, Nsukka, Obollo Afor, and Udi Education Zones. The population of the study comprised all the principals and teachers in senior secondary schools in Enugu State numbering 250 principals (150 males and 100 females) and 12025 teachers (4006 males and 8019 females). (Source Enugu State Post Primary School Management Board, 2012). Disproportionate stratified random sampling technique was adopted for selection of both the principals and teachers. The sample consisted of twenty principals and sixty teachers from each zone. This gives the total of four hundred and eighty respondents. This is because in disproportionate stratified random sampling the relative proportion of strata in the sample does not correspond to their relative proportion in the population.

The instrument used for data collection was a researcher developed questionnaire titled "Poverty Reduction through Entrepreneurship Education Questionnaire" (PORTEEQ). The instrument has 20 items that has two clusters with two levels of rating scale using Likert type rating scale. The first cluster is rated by level where Very Great Extent = 4.49-3.39, Great Extent = 3.39-2.29, Little Extent = 2.29-1.29, Very Little Extent = 1.29-1.00 and the second cluster 4 point scale of Strongly Agreed (SA) 4 Points, Agreed (A) 3 Points, Disagree (D) 2 Points, Strongly Agree (SD) 1 Point. The instrument has two sections namely; section 'A' which is concerned with personal data of the respondents and section 'B' which contains 20 items in two clusters on level of poverty reduction through entrepreneurship education in senior secondary schools.

The instrument was face validated by three experts, two from Educational Foundations and one from Measurement and Evaluation, all from University of Nigeria Nsukka. They were requested to study the items and assess the suitability of the language, adequacy and relevance of the items in addressing the research questions bearing in mind the purpose of the study. Their corrections and inputs formed the basis for the modification of the items on the instrument.

In order to ensure the internal consistency of the instrument, a trial test was carried out on five principals in Ebonyi State. Internal consistency reliability for each of the cluster was computed using Cronbach Alpha (α). The overall computation yielded a reliability index of 0.82. This was considered appropriate because it ensured the extent of homogeneity of the items in each cluster. The Cronbach Alpha was used because it provided more stable measure of homogeneity.

Data collected were analyzed using the mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypothesis at 0.05 level of significance. A score of 2.50 and above was taken to mean that the respondent is in agreement with the option while a mean score of 2.49 and below showed disagreement to the items of the instrument.

Results

The result presented in line with research questions and null hypothesis that guided the study are presented in the tables below.

Table 1**Mean Response of Principals and Teachers on the Extent of Government Effort Towards Implementation of Entrepreneurship Education in Senior Secondary Schools in Enugu State**

S/N	Extent of government efforts towards inclusion of entrepreneurship education in senior secondary schools	Principals n = 120			Teachers n = 360		
		<u>X</u>	SD	Remark	<u>X</u>	SD	Remark
1.	Most programs introduced by the government to reduce poverty have failed due to poor implementation	3.16	1.07	GE	3.56	0.77	VGE
2.	Government does not organize entrepreneurial seminars for educational managers (principals) for entrepreneurial leadership in senior secondary school	2.66	0.74	GE	2.94	0.85	GE
3.	There is no policy formulated by the government to encourage entrepreneurial education in senior secondary school	1.83	0.37	VLE	2.73	1.06	GE
4.	Government does not invest in training manpower for entrepreneurial education in senior secondary school	3.33	0.94	GE	2.83	1.12	GE
5.	There are no teachers with entrepreneurship specialization to implement government policy on entrepreneurship education	2.83	1.07	GE	3.11	2.52	GE
6.	The programs initiated by the government are not enough to eliminate poverty among young school leavers	3.50	0.50	VGE	3.16	0.89	GE
7.	Government does not provide adequate funds for entrepreneurship education in senior secondary education	3.33	1.11	GE	3.20	1.02	GE
8.	Government does not encourage secondary schools to engage in entrepreneurial education	2.83	0.90	GE	2.65	1.04	GE
9.	Government established a national curriculum on entrepreneurial development	3.33	0.74	GE	2.93	0.95	GE
10.	Government provides capital for young school leavers to start a business enterprise	2.16	1.21	LE	2.08	1.13	LE

The results from table 1 above are indicative of the fact that both the principals and teachers are of the opinion that government's efforts towards the inclusion of entrepreneurship education in senior secondary schools in Enugu State is low. Items 1, 2, 4, 5, 7, 8 and 9 in cluster 1 above show that.

Table 2**Mean Response of Principals and Teachers on the Relevance of Entrepreneurship Education in Senior Secondary Schools in Enugu State**

S/N	Relevance of entrepreneurship education in senior secondary school	Principals n = 120			Teachers n = 360		
		<u>X</u>	SD	Remark	<u>X</u>	SD	Remark
11.	Entrepreneurship education helps young school leavers to be employers of labour rather than being job seekers	3.55	0.74	A	3.15	1.12	A
12.	Through entrepreneurial skills, young school leavers can train people to have knowledge with which can help them become self-reliant	3.59	0.62	A	3.57	0.49	A
13.	Entrepreneurial education is an important tool for curbing poverty in the society	3.47	0.81	A	3.49	0.59	A
14.	The rate of unemployment will be reduced to a minimum level through entrepreneurship education	3.54	0.63	A	3.40	0.73	A

15.	Entrepreneurship education creates wealth for citizens in the society for useful living	3.72	0.50	A	3.46	0.77	A
16.	Young school leavers can contribute meaningfully in the society and national development if there are meaningfully engaged with work.	3.56	0.54	A	3.49	0.49	A
17.	Entrepreneurship education develops the interest of students towards self-reliance	3.56	0.70	A	3.47	0.66	A
18.	Entrepreneurship education helps to train potential entrepreneurs to establish small scale enterprise	3.50	3.54	A	3.63	0.48	A
19.	Entrepreneurship education enables students to acquire knowledge which can make them confident entrepreneurs	3.51	0.63	A	3.52	0.50	A
20.	Helps young school leavers to establish link with successful entrepreneurs	3.46	0.77	A	3.63	0.48	A

Table 2 above indicate the mean responses of male and female teachers on the benefits of entrepreneurship education in senior secondary schools in Enugu State. Major findings are that the result on table 2 is an indication that both the male and female teachers are of the opinion that the introduction of entrepreneurship education in senior secondary schools in Enugu State will develop the interest of the students towards being self-reliant. (items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 in cluster 2 above).

Table 3

Independent t-Test Analysis of Male and Female Teachers Regarding the Relevance of Entrepreneurship Education in Senior Secondary Schools in Enugu State

Gender	Number	Mean	Std. Deviation	df	t-Cal	Sig. (2-taild)
Male	315	3.55	0.41	478	1.754	.080
Female	165	3.48	0.32			

The hypothesis was tested using independent t-Test analysis of male and female teachers regarding the benefit of entrepreneurship education in senior secondary schools in Enugu State as shown in table 3. The analysis of the result in table 3 indicated that the calculated t value 1.75 is significant at .080 levels and therefore not significant at .05 levels of significance. Thus the null hypothesis of no significant influence in the mean scores between male and female teachers is upheld. Therefore this indicates that there is no significant difference in the mean rating scores of male and female teachers regarding the benefit of entrepreneurship education in senior secondary schools in Enugu State.

Discussion

Research question one sought to find out the extent government have made efforts towards the implementation of entrepreneurship education in the senior secondary schools in Enugu State. The result showed that both the principals and teachers are of the opinion that government's efforts towards the implementation of entrepreneurship education in senior secondary schools in Enugu State is low. The reasons indicate that Government does not invest in training manpower for entrepreneurship education in senior secondary schools, there are no teachers with entrepreneurship education specialization to implement government policy on entrepreneurship education, Government does not provide adequate funds for entrepreneurship education in senior secondary education and Government does not encourage secondary schools to engage in entrepreneurship education. These findings are in line with that of (Yohanna, 2013) who said that it is expected that educational institutions especially at the senior secondary school level becomes centres for inculcating the spirit of entrepreneurship rather than the

spirit of passing exam to fill social work roles (white collar job) rather than producing individuals who can transform the society. This therefore implies that government's effort in fostering the implementation of entrepreneurship education that will encompass both academic knowledge and practical skills to prepare young people for responsible citizenship and the world of work will become useful for their self reliance.

Research question two sought to find out the relevance of entrepreneurship education to senior secondary school students in Enugu State. From the result obtained, it was evident that all the male and female teachers were of the opinion that entrepreneurship education is of utmost importance to senior secondary school students in Enugu State. These importance are that Entrepreneurship education helps young school leavers to be employers of labour rather than being job seekers, Entrepreneurship education develops the interest of students towards self-reliance, Entrepreneurship education enables students to acquire knowledge which can make them confident entrepreneurs and Young school leavers can contribute meaningfully in the society and national development through entrepreneurial skills. This is line with United Nations Development Programme (2010) which asserted that entrepreneurs are characterized by the need to be independent, to create value, to contribute to family and society, to become rich or, quite often, not to be unemployed. Potential entrepreneurs display initiative and ambition, have business sense and foresight, and are decisive. They are agents of change who accelerate the generation, application and spread of innovative ideas. Entrepreneurship education as part of the total educational system is the type of education that involves the acquisition of skills, ideas and management abilities necessary for job creation. Furthermore, Suleiman (2010) supported that entrepreneurship education seeks to prepare people particularly the youths: to be responsible, enterprising individual who became entrepreneurs or entrepreneurial thinkers by training them in real life learning experience whereby they can take risks, manage result and learn from the outcome. This will enable them to be self-employed and not relying on other job security. Often, it creates new job for others at the same time. The t-Test analysis result revealed that the calculated t value of 1.75 has a probability value of .080. Since this probability value of .080 is greater than the 0.05 level of significance, the null hypothesis is accepted. Hence there is no significant difference in the mean rating scores of male and female teachers regarding the benefit of entrepreneurship education in senior secondary school in Enugu State.

Recommendation

Based on the findings of the study, the following recommendation were made:

1. Government should invest in training manpower for entrepreneurial education in senior secondary school
2. Government should train teachers with entrepreneurship specialization to implement government policy on entrepreneurship education
3. Government should encourage secondary schools to engage in entrepreneurial education in senior secondary schools in Enugu State.
4. Government should provide adequate funds for entrepreneurship education in senior secondary schools in Enugu State
5. Government should establish a national curriculum on entrepreneurial development

Conclusion

Based on the findings and discussion of the study, the following conclusions were drawn. The findings of this study confirmed that government's efforts towards the implementation of entrepreneurship education in senior secondary schools in Enugu State is low. The result of the findings also revealed that there are not enough specialized teachers with knowledge of entrepreneurship education to implement government policy on entrepreneurship education since many programs introduced by government have failed due to poor implementation. If these problems are not adequately addressed, they will continue to exist in the schools. This may lead to poor senior secondary school graduates who cannot be self-reliant after graduation because vocational courses were not taught to them to enable them acquire entrepreneurial skills which will make them to be meaningful citizens to the society. The independent t-Test analysis of gender on the benefits of entrepreneurship education to senior secondary school students in Enugu State indicate that the t-calculated value of 1.75 is significant at .080 levels and therefore not significant at .05 levels of significance. Therefore the null hypothesis is accepted, hence, there is no significant influence in the mean scores between male and female teachers was accepted. Hence there is no significant difference in the mean rating scores of male and female teachers regarding the benefit of entrepreneurship education in senior secondary school in Enugu State.

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