

**ASSESSMENT OF TEACHERS' COMPETENCIES IN THE
TEACHING OF ENTREPRENEURSHIP EDUCATION IN
SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE.**

BY

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CHAPTER ONE

INTRODUCTION

Background of the study

Education is indispensable for all nations aspiring towards basic knowledge to achieve greatness. It is based on this premise that Ogbonnaya (2003) asserted that a nation that considers compulsory education for citizens sees it as an agent of sustainable growth and development. In recognition of the above, education in Nigeria is an instrument for excellence for effecting national development (Federal Republic of Nigeria, FRA, 2004: 49). Education represents the totality of the institutional structures and processes that determine both learning and teaching as the means for the transmission and improvement of a society's repertoire of knowledge, ideas, abilities, beliefs, culture and morality from one generation to another (Ibrahim, 2004).

Okeke (2009) observed that the functionality of Nigeria's education is in doubt from his research findings on the high rate of unemployment among educational output from primary to university levels in Nigeria. According to Nnamani (2007) statistics shows that up to 40% of graduates of tertiary institutions in Nigeria remain unemployed after the National Youth Services Corps. This ugly trend in educational output in Nigeria continues to grow unabated with severe consequences to the education sector. The nation's educational system has not provided enough job opportunities for its outputs or graduates (Haris, 2010). In recognition of the inability of the economy to absorb the teeming unemployed youths, the Federal Government of Nigeria through the National Education Research Development Council (NERDC) proposed the introduction of entrepreneurship education in the entire school curriculum in the country.

An entrepreneur is a person who takes risks, has initiative and creativity and makes things happen through the skills bestowed on the person (Obosode, 2009). An entrepreneur, therefore, applies creative and innovative talents to start their own business or project or expand one that already exists. The skills that will enable individuals operate their jobs or businesses

have to be taught in schools by the teachers so as to realize the self-reliant bid of the government. The necessary skills needed to be imparted on the students are contained in the curriculum. The entrepreneurship education curriculum offers subjects like basic technology education and basic business education to enable individual students acquire the entrepreneurial skills which will enhance self-employment opportunity. Specifically the module of the entrepreneurship education curriculum incorporates the following goals.

- The development of learners awareness of professional and entrepreneurial opportunities
- The development of pupils awareness of socially-responsible entrepreneurial behaviour.
- Concept of business and business organization
- Entrepreneurial thought and action
- Creativity and idea generation
- Design thinking opportunity
- Evaluation and business planning
- Entrepreneurial marketing, public policy and economic development
- New venture creation
- Human relation management
- Technology entrepreneurship
- Entrepreneurial finance

The above goals are to be attained with the teaching of entrepreneurship education in the school. This will enable the products of the school to acquire necessary skills to be successful entrepreneurs of their business outfits.

Entrepreneurship education generates innovative opportunities for students to be successful to themselves and of great value to their communities (Peter, 2007). The attainment of this objective is critical and requires teachers that are knowledgeable and competent to

implement the entrepreneurship education curriculum in secondary schools. This is realized through the acquisition of certain levels of skills by the teacher.

Skills as used here refer to the competencies required of the teachers for the implementation process of the entrepreneurship education in the classroom situation. The skills may be managerial, accounting and financial skills, marketing and sale skills and general business competencies. The managerial skills deal with communicative skills of the teacher which may be oral or written. The financial skill requires knowledge of accounts in business outfits. The marketing and general business skill competencies comprise the skill in the sale of goods and the running of different types of business which one is exposed to. The teachers are expected to be armed with the above competencies in an effort to impart the skills on the students so as to be functional members of the society.

According to UNESCO (2010) entrepreneurship education emerged as a response to international call and the need to curb the high rate of unemployment globally and to reduce the reliance on government paid jobs which has manifested greatly in developing countries like Nigeria. Hicks (2007) asserts that a combination of lack of labour market opportunities and lack of skills result in many young people being unable to secure a job in the formal economy. Most of the schools in Nigeria do not promote any entrepreneurship education that youth would need to either start a business, join and increase the productivity of an existing business, or more generally develop a more proactive and entrepreneurial attitude in their professional career.

Entrepreneurship education has a spiral effect of ensuring sustainable development and growth in a country like Nigeria. Similarly, entrepreneurship education enables secondary schools students to acquire life long entrepreneurship skills. Through entrepreneurship education, students including those with disabilities, learn organizational skills including time management, leadership development and entrepreneurial skills, all of which are highly transferable skills sought by employers (Derio, 2008). Specially, the curriculum content of

entrepreneurship education meant for secondary schools comprise concept of business and business organizations, management of business organizations, human and capital formation and organization, job location opportunities, vocational training procedures. Other aspects of the curriculum include human relations management, international trade, business capital and profit maximization and business cycle. The basic objective articulated from the content of the entrepreneurship education is the organization of the skills to enhance the business potentials of the person concern.

All these objectives of studying entrepreneurship education in secondary schools hinge on the potentialities of the teacher to impact the desired knowledge to the learners. The potentialities of the teacher otherwise known as the competences of the teacher are an essential variable to consider in assessing the implementation of entrepreneurship education in Nigeria. The centre of all the implementation processes is the teacher who is in very close contact with the students or learners in the classroom settings. On a general note, the disposition of teacher is very essential in the implementation of any curriculum. Ogbonnaya (2003) asserted that:

The need to involve teachers in all phases of curriculum planning can hardly be over emphasized. To begin with, that a curriculum has been designed to guarantee that corresponding educational experiences which may result in the end will depend on teachers. It is on the efforts of teachers that a curriculum which has been designed by planners in society depends, to a large extent for its success in terms of ending to appropriate ends of education in the society. Teachers are key factors in the operation and for the success of curriculum, they are indispensable in the educative process (P.40).

Behind every successful implementation of any curriculum project or policy are highly trained, motivated and efficient classroom teachers (Ibrahim, 2007). The National Policy on Education, (FRN, 2004) state that no educational system or policy can rise above the quality of its teachers (2004). The role of teachers in achieving sustainable improvement in the implementation of entrepreneurship education in secondary schools is a cardinal one. Mgbodile (2004) had noted that the importance of the teacher in determining the tempo of curricular and

methodology cannot be underestimated. He noted that plans and policies can be well laid on paper, the implementation strategies well outlined, and the organizational structure well set, but it is the teacher factor that stands as the deciding factor in terms of whether or not the desired goals and objectives which have informed all the efforts can be achieved.

Many researchers have reiterated the fact that teachers disposition and characteristics, what teachers think, believe and do, their experience, qualifications, sex and location of teaching ultimately determine their level of performance and the quality of education (Friedman, 2005; Kpolow, 2004). It has also been revealed that teachers tend to perceive distinct needs according to their personal factors such as qualification, teaching experience, and knowledge of the subject matter, gender, school location and their area of specialization Ola (2006). Studies have revealed that qualification of teachers affect school achievement to the extent that academically qualified teachers tend to succeed more than their non-qualified counterparts. Okeke (2008) affirmed that adequately qualified teachers have the confidence and courage to use their initiative to impact experiences positively on the student for improved performance.

The teacher is seen by Idris (2008) as a significant component of the classroom, positing that male and female teachers differ significantly in several ways. Such differences they observed have relative effects on the classroom environment such that students perceived classes taught by male and female teachers differently. The instructional behaviour of teachers during classroom interactions appears to exert the most pervading influence on gender issues. Gender inequality in achievement attitude and interest in many fields of studies has remained a contentions issue (Hobson, 2009). Gender is a range of characteristic used to distinguish between male and female, particularly in the cases of men and women, masculine and feminine attributes assigned to them. Gender is a social construct, it is not biologically determined but a concept equivalent to race or class (Offorma, 2004). This definition suggests that gender is socially or culturally constructed characteristics and role, which are associated with males and females in

society. It is different from sex which is a biological distinction in appearance (morphology) and function (physiology) as well as reproductive contributions of men and women. According to Lee (2001) gender is ascribed attribute that differentiates feminine from masculine. The difference in competence of male and female teachers in implementing secondary school curriculum has been reported by researchers. Udeinya (2008) and Okafor (2006) reported that male teachers are more competent than their female counterparts in implementing geography and mathematics curriculum in secondary while Omoogun (2009) reveals that gender significantly affects teachers competency needs of environmental education concepts. Therefore, this study will investigate gender differences in the teacher competence possess for the implementation of entrepreneurship education in secondary school.

Similarly, there is age long controversy on whether the school location has an impact on student's achievement. Location of school connotes an area where a school is suited. It could be urban, rural or semi-urban. As schools play an important role in the intellectual development of children, adequate programme of learning facilities or lack of item may facilitate or hinder learning. The location of schools comes into play here because it may determine some vital learning ingredients such as learning facilities infrastructure, number of teachers and the class size. However researcher reports on the achievement and competencies of students and teachers have been associated with location. Omoogun (2009) reported that location significantly affect teachers competency needs of environmental education concept. This present study will examine whether location will influence the methodology competence of teachers in implementing entrepreneurship education in secondary school.

Competency needs involve the identification of relevant knowledge and skills required in order to carry out a particular operation. According to Hobson (2008), competency involves having a sound knowledge of the subject matter and of the methods of effectively imparting the facts and skills relating to the subject. Adeniran (2007) observed that in relation to classroom

instruction a competent teacher is one who carries out effective teaching. He emphasized that competency involves knowledge, skills, attitudes and judgment which are required for the successful performance of a task rather than all the components comprising the tasks. As Peter (209) affirmed that the objective of teaching would still not be achieved if the teacher does not understand the subject matter he or she is teaching. In recognition of the importance attached to competency skills in teaching. Ogbonaya (2003) affirms that the steps to identify competency needs of teachers are the capacity to:

- Identify all tasks/job to be learnt;
- Determine what one would need to know and do in order to perform the identified jobs/tasks,
- Arrangement of tasks and jobs into appropriate courses,
- Organize knowledge and skill for each task
- Determine what one needs to know for mastery of each knowledge and skills.

Basically, entrepreneurship education has been developed by NERDC and the council has appropriately identified the content area to include small enterprises, methods, and materials for teaching entrepreneurship education, evaluation of entrepreneurship education programs, design and content of entrepreneurship development programs, entrepreneurship education for adults, small enterprises development and seminar in entrepreneurship development. Each course contained classroom instruction as well as practical activities that are related to entrepreneurship development and implementation in secondary schools. Teachers are therefore expected to possess the ability to articulate the contents of entrepreneurship education to enable them implement it.

It is based on this premise that the present study is designed to assess teachers' competencies in the teaching of entrepreneurship education in secondary schools in Enugu education zone.

Statement of the Problem

Entrepreneurship education curricula had been developed in Nigeria by the Nigeria Education Research Development Council (NERDC, 2004) for the secondary schools. The reason is to ensure the realization of the self-reliant bid of the Federal government. This is articulated in the National Policy on Education (FRN, 2004) as the programme was designed to enhance job creation by the graduates with less realized as the unemployment rate remains high. In this regard, the parents, teachers, the government and the general public are worried over this trend. The teachers are expected to reverse this worrying ugly situation. Teachers play a key role in the realization of self-reliance aspiration of the government through teaching and learning of entrepreneurship education curriculum. The problem may therefore, lie in the level of teacher's competencies in the implementation of the programme in secondary schools. Therefore, the problem of the study posed as a question is; what are the competencies of teachers in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone.

Purpose of the study

The specific purpose of this study is based on the assessment of teacher's competencies in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone. Specifically, the study seeks to:

1. Determine the entrepreneurial skills possessed by teachers in the teaching of the entrepreneurship education in secondary school.
2. Find out the teaching methods used by the teachers in teaching the content of entrepreneurship education in secondary school.
3. Determine the teacher's qualification in the teaching of the entrepreneurship education in secondary schools.
4. Ascertain the influence of teacher gender on the skills possessed by teachers in the teaching of entrepreneurship education in secondary school

5. Find out the influence of location on the method used by the teachers in teaching the content of entrepreneurship education in secondary school
6. Determine the problems encountered in the teaching of the entrepreneurship education in secondary schools.

Significance of the study

The findings of this study would be beneficial to the curriculum planners, Ministry of Education and supervisors, teachers and the students. The findings of the study identified the competency needs which the teachers possessed and the ones needed for the implementation of the entrepreneurship education curriculum in secondary schools.

The findings of this study would benefit the curriculum planners as it will draw their attention to the need to actualize the implementation of entrepreneurship education to curb the high unemployment rate in Nigeria. this awareness will enhance the designing of pre-service and in-service programme that will include appropriate knowledge and skills needed for implementation of entrepreneurship education. Furthermore, the findings would provide information that will stimulate the organization of workshops, conferences and seminars for entrepreneurship educators in curriculum planning and implementation as well as the review of curriculum at the various subject levels of reflects some key areas of entrepreneurship education especially as it relates to the competency needs of teachers.

The findings of the study would be of immense benefit to the Ministry of Education and supervisors as they appreciate the importance of promoting entrepreneurship education in schools with the necessary competency needed for implementation.

Teachers would also benefit from the results of this study. Teachers would become aware of the competencies needed for their effective participation in the implementation of entrepreneurship education curriculum. It would also enable the teachers to apply the identified

competencies in the improvement of individual classroom instruction to ensure the permanent change in the behaviour of learners. The teachers would also benefit through seminar and conferences organized for them by the principals of the schools on the need to develop the competence through in-service training such as sandwich programme and similar related programmes, in other tertiary institutions in Nigeria.

Students would also benefit from the findings of this study. Improved competency needs would enhance teacher's effectiveness in the teaching of entrepreneurship education that will provide a forum for the students to become self-reliant through the acquired skills. Generally, as teachers become more committed to the issues concerning entrepreneurship education curriculum, the schools will produce students who are well informed about entrepreneurship education and the skills required for its acquisition to be self-reliant citizens of Nigeria.

Textbook authors would find the results of the study relevant in the selection of curriculum contents and materials that will enhance the implementation (teaching and learning) of entrepreneurship education curriculum in secondary schools.

Finally, the results of the study would be a significant addition to the literature base in teacher competency in implementing entrepreneurship education in schools and the role played by qualification, experience and gender in the implementation of entrepreneurship education in secondary schools. This would form the basis for further research. This study has theoretical significance as it is anchored on competency based approach, Marshallian and Max Weber's theories on entrepreneurship. These theories best explain the teachers' characteristics which influence learning such as qualification, personal characteristics and the general pedagogy involved in teaching and learning processes.

Scope of the Study

The geographical scope of this study will involve all the secondary schools in Enugu State which comprises secondary schools in the six zones namely, Enugu, Nsukka, Obollo, Awgu, Udi and Agbani areas of the state. The content scope will focus in the assessment of the competency of teachers in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone.

Research Questions

The following research question guided the study;

1. What are the entrepreneurial skills teachers possess in the teaching of the entrepreneurship education secondary schools?
2. What are the teaching methods used by the teachers in teaching the content of entrepreneurship education in schools.
3. What is the qualification of teachers teaching entrepreneurship education in schools?
4. To what extent do teachers' gender influence the skills possessed by teachers in the teaching of entrepreneurship education in secondary schools?
5. To what extent do location influence the teaching methods used by teachers in teaching the content of entrepreneurship education in secondary schools?
6. What are the problems encountered by teachers in teaching entrepreneurship education in secondary schools in Enugu state.

Hypotheses

The following null hypotheses was formulated for this study and tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female teachers on the skills possessed for the teaching of entrepreneurship education in secondary schools.
2. There is no significant difference in the mean ratings of urban and rural teachers on teaching methods adopted in teaching entrepreneurship education in secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter concerns review of related literature under the following headings namely: Conceptual framework, Theoretical framework, Empirical studies and summary of literature reviewed.

Conceptual Framework

- Concept of Education
- Concept of Entrepreneurs
- Concept of Entrepreneurship Education
- Concept of Entrepreneurial Skill/competencies
- Concept of Assessment
- Concept of Competence
- Concept of gender
- Concept of location
- Teachers's Factors in teaching of Entrepreneurship Education

Theoretical Framework

- Competency-Base Theory
- Alfred Marshall's Theory of Entrepreneurship
- Max Weber's Sociological Theory on Entrepreneurship

Related Empirical Studies

Summary of literature reviewed

Conceptual Framework

Education is a priority sector in every well-meaning society. Burch (2006) referred to it as a major force in economic, intellectual, social and cultural empowerment. Its value in bringing about character and attitudinal change, ranks as important as its ability to re-shape human potentials of individual in the classroom by the teachers enable one to be a useful member of the society. Education is the process whereby one acquires knowledge, skill, and positive attitude, understanding to solve his/her personal problem and that of the society in general.

Onuoha (2008) defined education as the process by which people are acclimatized to the culture into which they are born in order that they may advance. This definition is similar to the one presented by Peterôs (2007) as he asserted that education is the process by which the individual is enabled to develop his potentialities through the acquisition of knowledge, skills, values and attitudes so as to be a functional member of a society. The above definitions of education suggest that education is the process of teaching and learning or passing on the way of life of the people to the youths. It also implies that it is through education that one can develop his potentialities or capabilities for his own benefit and the entire society in which he is born.

Actually, education can be looked at as the process of developing the abilities and capacities of the individual. These abilities might be physical abilities, emotional abilities, social abilities and intellectual abilities. Education involves nursing and nurturing an individual so that he will become a full-fledged member of the society. Education is the actualizing of human potential so that the individual can become something more than what he was before or achieve more goals than before. It is recognition of the above definition that Ngwu (2006) sees education as:

The process by which every society attempts to pressure and upgrade the accumulated knowledge, skills and attitudes in its cultural setting and heritage in order to foster continuously the well-being of mankind and guarantee its survival against the unpredictable at times hostile and destructive elements and forces of man and nature (p.52).

This definition implies that education is not just a process of teaching the culture (way of life) of the people but also that of preserving and upgrading it so as to improve the welfare of man.

Education, therefore, can be defined as an activity that goes on in a society and its methods depend on the nature of the society in which it operates. It embraces not only the deliberate process of school and college, but also the indirect and incidental experience one encounters as he passes through different phases or stages of life.

The role of education in the development of a given society is all-embracing. It is universally accepted that, education should enrich potentials. In other words, education helps to broaden an individual horizon. It also develops the individuals physical, intellectual, affective and social abilities. When an individual's abilities or potentials are developed, he can then undertake specific tasks that will improve the welfare of the society. So education enables an individual to acquire the necessary skills that will equip him for useful living in the society. The entrepreneurship education is aimed at making individuals to develop skills that will make them useful member of Nigeria society.

Concept of Entrepreneur

Every business organization is owned and funded by a person. Such a person who provides the funds, takes risks and manages the resources in order to achieve the organizational objective is known as an entrepreneur. According to Ezedum (2011) an entrepreneur is the person who organizes the factors of production-land, labour, capital into various proportions in order to produce goods and services. By implication, the entrepreneur is a person who organizes, operates and assumes the risk for business ventures. An entrepreneur is a person who sells consumer goods and services in a unique way that makes him/her successful. Hill (2006) asserts that the unique behaviours of entrepreneur includes taking initiative, turning resources and situations to practical account of fund, accept risk or failure, bringing resources, labour materials

and other assets together and make their value greater than it was before. Entrepreneurs include changes, innovations and set new things from old things.

Precisely, entrepreneur is the actor in the private enterprise sector and can be depicted as a role model in the community, a provider of employment opportunities for others, a stabilizing factor in society, and a primary contributor to the development of natural and human resources within a nation. Entrepreneurs provide new insights and perform a positive function in the economic development of a country. Nelson (2011) observed that in the private sector, entrepreneurs are those who are motivated to take risks, to be innovative, develop new business ideas, and invest money and other resources to establish enterprises that have growth potential.

Concept of Entrepreneurship Education

The entrepreneurship education programme is designed to develop the vast human potential for entrepreneurship in order to create jobs and business to curb the prevalence in different countries in the world. According to Scott (2010) entrepreneurship education is aimed at the development of proper attitudes towards self-employment, acquisition of entrepreneurship skills through specific vocational and technical programmes. For instance, more graduates could become self-employed if they understand the attitudes and skills needed to own and operate a business. They will also be able to make better informed decisions regarding self-employment as a potential career.

Entrepreneurship education is a life long learning processes which permeable into all educational level of mankind, starting as early as elementary schools and progression through all levels of education, including all education. Akpomi (2008) asserts that entrepreneurship education focuses on developing understanding and capacity for pursuit, of entrepreneurial behaviours, skills and attitudes in widely different contexts. This implies that it can be portrayed as open to all and not exclusively the domain of the high-flying growth-seeking business person. The propensity to behave entrepreneurially is not exclusive reserve to certain individuals.

Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial skills, behaviours and attributes. These behaviours can be practiced, developed and learned, hence, it is important to expose all student to entrepreneurship education.

In collaboration with the above, Stanworth (2009) observed that entrepreneurial skills and attitudes provide benefits to society even beyond their business activity. Obviously speaking, personal qualities that are relevant to entrepreneurship such as creativity and a spirit of initiative can be useful to everyone in their working responsibilities and in their daily existence. Also the relevant technical business skills needed to be provided to those who choose to be self-employed or to start their own venture even in the future necessitates the study of entrepreneurship education in schools. Entrepreneurship education should be taught to students in all disciplines in the school or institution. It is not out of place to say that many business ideas emerge from non-business disciplines but are often waved a side or ignored because students are not sufficiently educated in the knowledge and skills required.

The economic perceptive on entrepreneurs education dates back to decades. Akeredolu-Ale (2009) asserts that the economic importance of the entrepreneur in world history has been recognized for several decades. He observed that Weber (1930) put forward the thesis that the protestant ethic is spirit of capitalism (Green, 2007). Recently, some development economists have said the expansion of high-grade personnel (such as entrepreneurs), rather than the increase of physical capital is the major determinant of economic development. Schumpeter (1946), who was perhaps, the first major economist to analyze the role of entrepreneurship in economic development, attributed the innovation to the entrepreneur. He argued that to study the entrepreneur is to study the central figure in modern economic history.

The teaching of entrepreneurship education in schools help to reduce the rate of unemployment in the Nigeria society. Entrepreneurship is an employment strategy that can lead to economic self-sufficiency which helps to fulfill the dream of self-reliant nation. Self-

employment provides people with the potential to create and manage businesses in which they function as employer or boss rather than merely being an employee. Nelson (2006) observed that unemployment, particularly among the youth, is a crucial problem in developing countries. Self-employment in small enterprises has been identified as a partial solution. Entrepreneurship education can play a major role in changing attitude of young people and providing them with skills that will enable them to start and manage small enterprises at some point in their lives.

Similarly, the teachings of entrepreneurship education in schools help to reduce rural-urban drift. By this, it helps to ensure rural-urban balance as potential entrepreneurs are able to establish small enterprises in small towns and villages in rural areas. By increasing the number of entrepreneurs in a region, a more even distribution of income between rural and urban areas can be achieved by improving the productive capacity of people living in rural areas (Gibb, 2008). Since technical training institutions are located in some parts of the country, Nigeria, entrepreneurship education will help ensure an adequate supply of potential entrepreneurs in both urban and rural areas.

Entrepreneurship education encourages industrialization. Thomas, (2009) observed that accelerated industrialization, particularly through small-scale enterprises, requires an increased supply of individuals with entrepreneurial capabilities. As the Nigeria's philosophy of education lay much emphasis on self-reliance, the production of entrepreneurs involved the manufacturing and technology related businesses which include technical training institution capable of preparing potential entrepreneurs by adding entrepreneurship education to their curriculum. Capital is a scarce resource for economic development that needs to be used wisely. Care should be taken to ensure that the individuals who receive loans actually possess the technical and entrepreneurial skills needed to succeed. The emergence of high mortality rate of those that start, limited number of entrepreneurs, the business and the slow or stagnated growth of those

that survive are clear indications that increased efforts are needed to prepare more competent entrepreneurs, hence, the need for entrepreneurship education.

The adequate use of human capital resources in the production process is ensured through entrepreneurship education. This implies that it enhance utilization in production capacity. Alfred, (2007) observed that human resources are very important for development. By orienting young people toward self-employment, human resources may be used for more productivity. The objectives of entrepreneurship education should be focus on:

- Upgrading the social and economic status of self-employment as career alternative.
- Stimulating entrepreneurial attributes in young vocational trainees.
- Facilitating the development of entrepreneurial ideas, and
- Promoting the overall development of an entrepreneurship education is an area that can challenge trainees to adopt such an orientation to work, either as employers or as employees.

Entrepreneurship education provides opportunity for work based experiences. Work experiences of youth during high school, both paid and unpaid, help them acquire jobs at higher wages after they graduate. Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities.

The opportunity to exercise leadership and development of interpersonal skills is ne of the importance attached to entrepreneurship education teaching and learning in schools. Thomason (208) asserts that by launching a small business or school-based enterprises, youth can lead and experience difference roles. In addition, they learn to communicate their ideas and influence others effectively through the development of self-advocating and conflict resolution skills. Moreover, they learn how to become team players, and to engage in problem solving and

critical-thinking-skills valued highly by employers in the competitive work place of the 21st century.

Another glaring importance attached to the teaching and learning of entrepreneurship education in secondary schools lies on the opportunity of the recipients or graduates to develop planning, financial literacy, and money management skills. This role was described by Akpan (2007) as the ability to set goals and to manage time, money and other resources as important entrepreneurship skills which are useful in any workplace. For instance, learning about financial planning, including knowledge about available work incentives is critical for building entrepreneurs with the sole aim of installing the spirit of self-sufficiency in the people for a sustainable growth and development of Nigeria society.

From the discussion above it can be deduced that the teaching and learning of entrepreneurship education plays an important role in the development of Nigeria in her bid to perpetrate the spirit of self-sufficiency in the country. Entrepreneurship education is a very essential aspect of education where learners are exposed to various types of skills, knowledge and values that will enable them to rely on themselves. Entrepreneurship education helps to reduce high unemployment rate, rural-urban migration, reduction of social vices like prostitution, armed robbery. Entrepreneurship education also enhances national development through the mobilization of capital and labour and from the informal sector of the economy, enhances the acquisition of financial management skills, development of leadership and interpersonal skills among others. The realization of the above importance attached to entrepreneurship education is dependent on the teacher-factor variable needed in its implementation process in the secondary school system in Enugu Education Zone of Enugu State.

Concept of Entrepreneurship Skills

Skills refer to the special attributes or qualities possessed by one in the performance of specific task. The main goal of entrepreneurship education is essentially to provide the creation

of entrepreneurship culture that will motivate potential entrepreneurs to identify and explore opportunities. In other words, Obosode (2009) observed that entrepreneurship education provides students the necessary motivation, knowledge and skills essential for learning a successful business. This can be realized with the teachers possessing the necessary skills required in the teaching of the subject in the school. The skills refer to the competencies needed by the teachers in teaching entrepreneurship education in the school. Entrepreneurship skills refer to as those competencies which teachers are expected to acquire to enable them teach the subject effectively in the school. Skill is ability is an ability to do something well, due to knowledge, practice or training (Huse, 2010), Van der Bank (2011), on the other hand, defines a skill as the ability to do something well as a result of practice. The entrepreneurship skill of the person enhances the creation of an intellectual and operational human capital as a treasure for establishing and running different types of business ventures. Akpan (2007) and Stanworth, (2009) observed that entrepreneurship skills refer to those competencies associated with fundamental knowledge which are generally acquired through basic education which allow for entry into a job or profession. The basic education refers to the skills which individual receives towards the running of business enterprises which may be publicly or privately owned by an individual. Akpan further observed that entrepreneurship skills are of three types, namely: Basic, General and Specific Competencies.

The basic skill refers to the theoretical or practical knowledge which one is exposed to concerning the running of business venture. The general and specific skills respectively represent the planning skills, organizational skills and the managerial skills possessed by individuals in carrying out business ventures, it is expected that these skills are acquired by the students to enable them operate business in the face of the unemployment problems that have ravaged Nigerian economy. The entrepreneurship knowledge possessed by the teacher would

enable the students to have access to the skills, knowledge and personal experiences to maximize their probability of success in business activities.

The teacher is the key figure in the teaching of entrepreneurship education in secondary schools and the teacher is expected to acquire creative skills and competencies to ensure its success. Igbo (2005) identified four major categories of skills needed for success in entrepreneurship. They are managerial skills, accounting, financial competencies, marketing and sales skills and the general business competencies. The managerial skills include the ability to communicate effectively using oral and written skills, knowledge of the method of conducting effective meetings, ability to make long and short-term planning, ability to purchase goods, tools and equipment and acquire management supervisory skills. Knowledge of human relationship and financial skills on the other hand comprise ability to interpret financial statements, ability to acquire the skill of preparing financial statement, pay roll and other deductions, loan regulations, government tax system.

Furthermore, the teacher is expected to teach marketing and sales skills to the students in the school. This skill enable the students to sell their goods at rate in which losses would not be entertained but to reverse. The teacher is also expected to teach the student's knowledge of seasonal fluctuations of goods, budget and forecast current and future trends in salesmanship, and the ability to determine the availability of goods and raw materials for production and storage of financial goods. All these are contained in the marketing and sales skills which the teachers are expected to impart on the students as essential aspect of entrepreneurship skills.

Finally, the teachers are expected to impart general business skill to the students. This skill comprises knowledge of types of ownership of business, ability to judge performances of employee, space utilization, and employee wage determination. Histich (2009) also noted the following as skills required:

Technical Skills

These include writing, oral communication, monitoring environment, technical business management, technology, interpersonal, listening, organizational, organize, networking management style and coaching. Precisely, entrepreneurship skill refers to the knowledge, competencies which one acquires in order to manage a business venture to its profitable level and it encompasses the possession of technical skills, business and personal skills on the part of the teacher whose responsibility is to implement it in the classroom situation. Entrepreneurship skills therefore refer to the basic, generic and specific competencies required of an individuals which involves financial material and human resources. Thus, the dynamic process of creating incremental wealth requires skills on the part of the person concerned to ensure its success hence, the teacher's role in the classroom is crucial at this point.

Concept of Assessment

Assessment in education is a systematic approach to measuring the discrepancy or gap between an existing situation and some changed desired set of circumstances (Pennington, 2006). It is an information gather in identification of the needs of individuals, groups, institutions, communities or societies. Basically, the process helps educators to identify the needs of students for instruction in a given subject area; to determine the needs of the teacher for additional training, and in general the entire education system (Suarez, 2006). Essentially, the main aim of any assessment is to identify deficits that exist or determine where performance of the assessment are used for further action such as planning or remediation to improve an existing situation. It also provides information for educational planning since it results in identification of goals, the determination of extent to which desired goals are being achieved for the specification of the areas in which efforts and resources should be placed. And development of immediate action or long range plans (Solukude, 2005)

Another very important role of assessment is the identification of weakness or shortcomings of an educational system. Several methods of assessments in education have been identified. They include methods like Participation Demand Approach (PDA), Education Experts Approach (EEA) and Community Forum Approach (CFA). In PDA, the data are drawn from the records in educational institutions about the individual needs. The EEA needs assessment involves a committee that is made up of programme planners, administrators, teaching personal and school based members who try to agree on the needs of their prospective subjects. The method relies heavily on the wealth of experienced educationalists. The community forum approach involves the collection of information from the community itself where the problem is located.

The teaching of entrepreneurship education in schools requires that the teachers should have the basic knowledge of entrepreneurship concepts. Majority of teachers were not trained in entrepreneurship education and since they are expected to participate in its implementation, it is important to assess their knowledge and determine their needs within the contents of entrepreneurship education curriculum. The study is interested in determining the competency needs in entrepreneurship education and how teachers's factors influence its implementation process.

Concept of Competency

Competency, according to Eric (2006) refers to that optimum level of awareness, understanding and perfection which a graduate must achieve in order to be rated as successful and effective. Clark (2009) described competency-based teacher education as an attempt to document what is essential to make competent teacher agree on goals and also the means to evaluate their successes in meeting these goals. By this conceptualization, competency focuses on the end-product of the teacher-training programmes and the behaviours demonstrated by the graduating in-service teachers. Further explained that the initial steps in structuring any

programme on competency-based teacher education is to first-identify the necessary competency that contributes towards developing teacher who will perform creditably as a professional teacher in his occupation.

Okafor (2008) has explained that competency based education has gone further to introduce special method called the learning ability method. Under this approach, learning competencies are packaged according to the abilities of each individual processes to accomplishing such packages or tasks at his/her own pace. The teacher can often be tested and credited according to the level of learning outcome.

Felder (2005) stated an approach which used the development principles of competency-based education as guidelines for the training of social science teachers. Felder they identified two competencies, generic and specific or specialized. Generic competencies reflect those teaching behaviour considered essential for all teachers to master so that they can teach their subjects within the contexts of the entire school curriculum. Specialized competencies related to competencies which all teachers preparing to teach social science subjects are expected to demonstrate. The use of the development principles of competency-based education adopted by Felder (2005) will also provide a guideline for the present study.

Commenting on the issue of competency from the curriculum approach, Ade (2008) described competency-based curriculum as curriculum designed possibility, which focuses essentially on specific competencies, anticipates some type of eventual performance and emphasizes a direct relation among relation among objective, learning activity and performance. He further noted that the objective of competence-based curriculum to graduate students should include: capability of performing satisfactorily at a defined level of competence and capability of improving his competence through further practice.

Peters (2007) described the framework for analyzing a task-based component to include: the problems of recognizing competent experts in the field of interest especially in the specific

tasks and sub-tasks. Also the enabling factors and skills needed like tools, equipments, and materials that are needed; and how much practice must be built into the training. Researchers in competence show that teachers have the greatest potential to influence children's education. The major research findings is that students' achievement is related to teacher competence in teaching (Kemp & Hell, 2006). According to them when a teacher is competent and has the knowledge of the subject matter she/he imparts effectively the correct facts to students. According to Louis (2005) a competent teacher should possess the ability to break down the subject matter into logical and smaller units, which allow the students to understand clearly the content of what is being taught. There is no close substitute for a highly skilled teacher. Thus teacher quality (knowledge and effectiveness) is the number one school based factor in students' achievement (National Board for Technical Education NBTE; 2004).

Concept of Gender

The words gender and sex have been used interchangeably. Sex is a biological term whereas gender is a psychological or cultural construct. Gender is a term that stresses the roles and responsibilities of male and females (Okeke, 1999). Anderson (1988) cited in Udeinya (2008) referred to sex as the physical and genetic identity of a person and is meant to signify the fact that one is either female or male. He further defines gender as socially learned behaviour and expectations that are associated with the two sexes. Citing earlier studies that asserted that male and females have differential abilities, Agbi (1997) highlighted that males are superior in numerical or aptitude reasoning and spatial relationship, while the females are superior in verbal fluency, perceptual speed, memory and mental dexterity. Rice and Roychondhury (2003) reported their experiences such as having Science and Mathematics portrayed as both male and difficult. Rosenberg (1994) cited in Udeinya, 2008) opined that men are inherently more assertive than women and that women score low in personality of dominance because of cultural

value. Furthermore he says that the difference between man and woman is one of the most fundamental factors of life, physiologically, socially, intellectually and historically.

Nwafor (2002) observed that men and women differ in nature. They can use their differences to express what they have in common, their common intelligence and sensitivity, their common interest and experiences. Continuing Nwafor (2002) argued that because men and women have different kinds of abilities, it is clear that they are suited to different not inferior or superior task. Against this background therefore, the study seeks to find the extent gender influences of teachers's gender on the skills and method of teaching used in teaching entrepreneurship education.

Concept of School Location

Location according Chambers Essential English Dictionary is a particular position or situation. By school location therefore it means urban-rural schools setting and this classification has influence on educational development. Educational opportunities vary from one location to another. While some places are known to have enough schools with facilities and teachers, others do not. Abidogun (2006) emphasized rural areas as having greater challenges concerning educational development than the urban centres, due to the peculiar socioeconomic and institutional structures of the rural areas. Some of these challenges according to Anyaegbu (2004) are: 1) Lack of Zeal and interest by teachers due to poor and delayed salaries and poor condition of work. 2) Frequent strike actions by the teachers.

Based on these (Abidogun, 2006) reports that many teachers therefore reject posting into the rural areas while those that do, treat their presence in such areas as part time assignment. (Edho, 2009) noted that some of the constraints that affect the success rates of the Universal Basic Education programme in the rural communities is teachers inadequacy and their unwillingness to be posted to rural communities. Arubayi (2005) complains also about the walking distance of pupils to school, that it affects their performance and overall success of the

Universal Basic Education in the state. He added that the distance travelled has some relationship to school attendance, punctuality and absenteeism to school and that some schools in the state are located so far from pupils as they travel more than 5 kilometres to get to school. However researcher reports on the achievement and competencies of students and teachers have been associated with location. Omoogun (2009) reported that location significantly affect teachers competency needs of environmental education concept

Teacher Factors in Teaching of Entrepreneurship Education

The success of any educational system depends on teachers as they are in the centre of educational enterprise. Science Teachers Association of Nigeria (STAN) (2005) opined that no matter how good a policy is, how innovative a curriculum, the success of any educational venture lies in the hand of the teacher, his conviction and preparedness to support the policy. The teacher is the first resource to teaching and learning because he/she is directly connected with the learner. For teachers to make a successful teaching, they have to equip themselves with certain qualities, which are imperative to the realization and attainment of their goals. Among these qualities are the professional qualification and teaching experiences.

The teacher according to Olisa (2009) is a very important factor in the implementation of any curriculum. Haris (2009) asserted that what the student knows and does not know and what the student does and do not do depend mainly on the teacher. No wonder, Olisa (2009) emphasized that since the teacher is the curriculum user and implementer at the classroom level, the teacher should have adequate knowledge and understanding of the curriculum contents.

Ola (2006) explained that no matter the curriculum that is used, the degree of equipment sophistication or amount of teaching aids available, what conditions under which students are taught, the one key-overriding factor for success is the qualification of teacher. Bolarin (2002) equally stressed that, whatever system of education is adopted, the key factor must be the strength of the teaching forces; here it is vital to have good and qualified teachers. Okoye

(2006:52) puts it more succinctly thus, "The teacher is the key figure in the success of any curriculum implementation. The whole exercise is clearly anchored on his personal efforts and characteristics in the classroom". To be an effective teacher, there are very basic competencies which must be exhibited. A competent teacher must possess the rudimentary knowledge and skills of the subject and be able to communicate these knowledge and skills. He should also be able to make decisions and organize the subject of the subject area within the changes in the society. He should also be aware of the environment in which he operates, the teaching materials available as well as identify the needs of student and the society (Ademola, 2007).

Clifford (2004) has argued that in a situation where uninterested and unqualified teachers are employed, it is bound to produce negative effects on the achievement of students. Teachers' teaching experiences can be said to be those attitudes of skills acquired by the teacher through his perception and participation in instructional programmes. Experience, according to Gladys (2006), is that "professional growth that takes place in the educator as a result of continued stay study on the job and other related processes. Examining the differences between novice and experienced teachers, Etim (2006) observed that experienced teachers operate from a deeper and more sophisticated knowledge base. Experienced teachers have often noted that their years of teaching have given them extensive repertoires of effective explanations, demonstrations, illustration, examples, diagrams and anecdotes for the myriads of concepts and principles that they teach and the many understandings and skills that they help their students to acquire (Gage, 2009). They can use evaluation to pass an informed value judgment on the adequacy or otherwise of the contents of the lesson or unit of work, in terms of the contents being below, above, or with the range of intellectual development of the students.

A person's teaching credential is a license for him to exercise positive influence, control and have authority over the behavior of his students. It is a symbol of his intellectual maturity and experience not only in his teaching subject but also in his knowledge of how students learn,

develop and vary in the kinds of assistance they need for most effective learning (Polovie, 2005). Gbenga (2003) observes that experienced teachers operate from a deeper and more sophisticated knowledge base than teachers who are novice. Eze (2007) noted that there is a positive relationship between experience, productivity and efficiency. From both experience and research, there is abundant evidence to confirm that experienced teachers would show more effective teaching. This experiential knowledge is very essential for teaching effectiveness and is obtained through years of repeated contacts and experimentation with students.

The experiences of the teacher will help him or her to be able to cope and adapt to mild changes in the educational programme. He is in a better position to understand and pilot students towards the desired goals. According to Etim (2006) experienced teachers make many management and control decision in every lesson with ease which a novice or less experienced one can only envy. One of the reasons is that experienced teachers have probably gone through similar events many times in the past. However, it is important to point out that teaching is a cycle which is repeated across groups of students every year. Thus, a teacher through the use of evaluation results is able to improve his teaching year by year. Freeman (2004) emphasized that teachers have a unique role to play in the academic performance of students. They noted that the best experience that will give rise to effective teaching is the number of years of teaching experience in the classroom. Good teaching, he asserted, is mastered by practice. Buttressing the idea of experience in teaching. Ade (2008) pointed out that when a teacher is experienced, he or she is in a better position to handle contingences in the classroom. In essence, students who received instructions from skilled teachers record more apparent and encouraging accomplishments than those who receive instruction from ineffective and inexperienced teachers.

Another important teacher characteristic is the level of training. According to Adeleke (2007) advocated the need for professionally trained teaches and emphasized that the cry for quality education can be achieved effectively with well trained and qualified teachers. Alvia,

(2006) also emphasized that the salient means by which to assess a teacher potential for maximum effectiveness should be based on the teacher's background and qualification. Uzor (2004) commented on the issue of qualification of teachers, and noted that the academically qualified teachers have shown the tendency to succeed more than their non-qualified counterparts in a situation where many things have to be managed. According to her, the adequately qualified ones have the courage to use their initiative and to experiment. She concluded that the importance of having only qualified teachers therefore must be stressed. No wonder Baldwin (2006) noted that graduating from a teacher education programme and securing a teaching position is obviously the first step in a teacher's career. This is in line with Bogler (2005) who posited that a teacher is a person who by virtue of his training is well grounded in his academic discipline (that is knowledgeable). He must be able to impart the knowledge that is adequate and appropriate in their maturity level. The academic standard required by a teacher should consist of content knowledge, general pedagogical knowledge, curriculum knowledge of educational context; and knowledge of educational ends, purposes and values.

Furthermore, Baldwin (2006) stated that without these training teachers will not be able to analyze, as experts and professionals, the classroom requirements and will not be able to use best practice to help students learn essential skills and attitudes. It is no longer sufficient, he declared, for teachers to employ teaching practices based solely on intuition, personal preference or conventional wisdom. Barrow (2004) examined the relationship between teacher's educational level and student drop-out rate and noted that students of teachers with higher qualification will be less likely to drop out of school than those students who had teacher with lower level of education. This corroborates Adeleke (2007) view that teachers' qualification can tell in one way or the other on students' academic performance, Eric (2005) also observed that in any educational system the academic performance of students is seen as purely dependent in a large part on the quality of the teacher.

Good (2007) asserts that those concerned with secondary education should be specialists in particular fields of knowledge to enhance students performance. From the foregoing, it is clear that teacher characteristics have a direct bearing on their effectiveness in teaching and consequently on the academic achievement of students. One of the most important aspects of teachers' competence is mastery of the subject matter by the teacher. Benson (2004) explains that an effective teacher is one who is fully prepared in his/her subject and also has a broad general education. He stated that a teacher should be knowledgeable in his/her subject area, and know the beliefs and principles underlying the subject matter. Bruner (2007) asserts that an understanding of the fundamental principles and ideas of a subject appears to be the main road to adequate transfer of training. Bruner further explained that such deep understanding of the subject matter is very important and it makes for greater comprehension of facts and concepts on the part of the student. Thus, the necessity for adequate training and scholarship on the part of the teacher on the subject matter cannot be overemphasized. Commenting on teachers Effectiveness and mastery of the subject matter, Elias (2008) highlighted that the objectives of teaching cannot be achieved if the teacher does not understand the subject he teaches. Okeke (2006) observed that with rapid developments in science and technology, a teachers' knowledge is obsolete in no time unless he has access to new knowledge of the subject matter is so vital that it has been said that a poor social studies teacher could be more harmful to the nation than a poor language or art teacher for while poor art teacher would produce a poor artist, a poor social studies teacher produces his kind: a poor citizen. One of the reasons that some available curriculum materials are not being utilized by teachers, according to Fred (2006), is that of necessary skills to operate them.

This is to say, the teacher must not only be able to teach, he must be a specialist in an area or area of specialization. Heywood (2006) agreed that mastery of the subject matter by the teacher is tantamount to effective teaching since it enhances the teacher's is tantamount to

effective teaching since it enhances the teacher's ability to plan and present the lesson effectively. They added that mastery of the subject matter takes account of the objectives and content, and how to monitor and evaluate the learning processes. Calderhead (2005) emphasized that the teacher's ability to ask what the students have learnt from the lesson in terms of knowledge, understanding, skills or attitudes is a function of mastery of the subject matter.

Robert (2002) opined that mastery of the subject matter empowers the teacher to exhibit a behaviour which enhances their status to establish their authority in the classroom. He added that a teacher who has the grasp of the subject matter appears to be relaxed and self-assured and exercise right of status. A good knowledge of the subject, Robertson continued leads to interest and enthusiasm for the subject and the ability to set up a good learning experience. Robert further observed that a reasonable degree of expertise is important if subject credibility is to be establishing; and create an environment within the classroom, which emphasizes the worthwhileness of the learning activities.

He recommended that a teacher should therefore be able to keep abreast with the current issues, publications and innovations in his or her area of specialization as mastery of the subject also allows for the teachers sensitivity to monitor and assess students understanding and interest on the subject.

Similarly, Ibru (2007) warned that teacher who does not have the grasp of the subject matter with expertise or mastery find it very difficult to present a good lesson in the classroom. Pius (2004) maintained that teachers should have a thorough understanding of their discipline as the teacher who knows the subject matter very well can impart same adequately to the students and can wield a greater influence on them. The competent teachers, according to Lucky (2006) should be a foundation of knowledge. However, this does not infer that the teachers should know everything within the field, but implies knowing enough about the area to continue studying recent developments within the area and striving always to be better.

Teacher's knowledge affects both the content and processes of his instructions and influences what the teacher does and how he teaches the subject. One of the focuses of the study is to determine teachers' competence in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone.

Theoretical Framework

Competency Base Theory

The competency base theory was put forward by Newson (1970). This theory presupposes that competency based learning is the foundations for competency-based education considered for use in academic and adult education programmes. As it has moved from teacher-focused to work place-focused curriculum. Newson further wrote that competency-based learning programmes involve field experience and train based on the industry defined objective of a specific position course requirements, projects and curriculum are built around these objectives which the teacher is to implement in the classroom situation.

The teacher is expected therefore to use their various levels of competencies to implement that which comprise both generic and specific qualities. The teacher's qualification, experience, personal will and psychology help to achieve his/her aim in the classroom. Newson's theory of career development proposes that every individual inherits a tendency to expend energies in some particular ways. This innate tendency towards a manner of expending psychic energy combined with various childhood experiences moulds the general style an individual develops to satisfy basic needs throughout life. The implication of this theory to competency based teacher education is that the teacher's innate tendencies and childhood experience all combined easily to train teachers in any of the areas of entrepreneurship education. Most teachers irrespective of their subject area already possess an inner orientation about business in their environment and they can be gingered to promote the entrepreneurship education positively through professional improvement so that they can combine the teaching of

their subject with entrepreneurship education. They can do this most effectively when they are sufficiently aware of the need to improve the entrepreneurship education through their classroom teaching.

The competency based theory is related with this study as the teacher's qualification, experience, psychology and personal characteristic will determine the extent to which the students acquire the skills taught in entrepreneurship education. This will enable the learners to acquire active workforce professionals which will make them self-reliant which is the objective of teaching entrepreneurship education in schools.

Alfred Marshall's Theory of Entrepreneurship

Alfred Marshall's theory was the first economist that theorized on entrepreneurship (1890). Marshallian theory on entrepreneurship posited that based on the principles of economics, land, labour, capital and organization as the four factors of production, considered entrepreneurship as the driving factor that brings these four factors together. Basic assumptions of this theory include the following characteristic of successful entrepreneur as thorough understanding of the industry, good leadership skills, foresight on demand and supply, changes and the willingness to act on such risky foresight. Other assumptions of the theory on successful entrepreneurs included conditions, availability of technology and infrastructure, marketing opportunities. The Marshallian theory is in relation to this study as the teacher with appropriate qualification, experience, personal characteristics must also have adequate knowledge of the content, market demands, information communication technology skills (ICT), research and human relation skills. All these qualities required of the teacher will make a better teaching of entrepreneurship education in schools.

Max Weber's Sociological Theory on Entrepreneurship

The theory on entrepreneurship was developed by a sociologist known as Max Weber (1864-1920). The sociological theory of entrepreneurship holds social cultures as the driving

force of entrepreneurship. The entrepreneurship becomes a role performance in conformity with the role expectations of the society and such role expectations is base on personal quality, practical conformity to social values, creative and critical potentials.

The social relation is the bound of unity as the customs, taboos and beliefs are the unity factors. The theory is related to this study because, the successful entrepreneur is expected to have good human relations, be creative and practical in their dealings with people. The teacher is expected to instill these rare skills on the students who may be entrepreneurs on graduation from school. With proper personal qualifies, good human relations, creative thinking and practical approach to skill acquisition, the students will be able to practice on their own as self-reliant citizen.

From the above theories, it can be inferred that the teacher as the implement of the entrepreneurship education curriculum are expected to possess certain qualities expected for the students to acquire the skills required to be self-reliant. Such factors as qualification, experience, personal factors, practical skills, creative, and the use of ICT in teaching should be the core of the qualities required of the teachers in line with the theories as required of the study.

Empirical Studies

Teachers's factors include such characteristics as their qualification, gender, experience, subject specialization and their location of teaching.

Okeke (2003) carried out a study to examine the possible influence of teaching qualification on teaching effectiveness of curriculum student achievement in Enugu State. Two hundred (200) teachers with various qualifications were used for the study. The result shows that students taught by qualified teachers performed significantly better than those taught by unqualified teachers but no significant differences in academic performance of students taught by experienced teachers and inexperienced teachers.

Similarly, Mark (2005), conducted a study titled, "Trained and untrained teachers perception of important competencies for effective teaching of French: Implication for effective implementation of secondary French language curriculum". The study used 90 French language teachers in Enugu and Ebonyi state secondary schools. The instrument for data collection was a competency rating scale containing 50 competency items developed for the study. The result showed that significant differences exist in competency items developed for the study. The result showed that significant differences exist in competency items between the professionally trained (B.A/French teachers). The result also revealed that the professionally trained teachers teaching than the untrained teachers.

Abubakar (2006) carried out a study on teacher and student factors as correlates of achievement in integrated science. He studied the extent to which eleven variables predict achievement in integrated science. Fifty-two integrated science teachers and seven hundred JSS 3 students were selected from twenty-six within-three local government areas in Kaduna state. The researcher employed five instruments for data collection which include teachers' knowledge of objective question, teaching strategies and assessment practices questionnaires, teaching strategies positive correlation between the eleven predictor variables. When taken together and the criterion variables (achievement in integrated science), eight out of the eleven variables contributed significantly to achievement in integrated science. The standard regression weights associated with each variable reveals the order of contribution: teaching strategies (0.265), assessment practices (0.184), teacher's knowledge of the objective (0.120), area of specialization (0.100), teaching experience (0.100). The study showed no significant effect of teachers' gender on achievement in integrated science. The study recommended that specialists are needed for meaningful outcomes in our educational systems.

Ugwu (2007) carried out a study on the effect of teacher's qualification and students' age in the use of metal learning instructional strategies on students' achievement in metal work

technology (MEINST). The researcher hypothesized that teaching qualification (academic and years of teaching experience) will have no significant effect on their use of the MEINST as shown by the students' mean scores on metal Work Achievement Test (MAT). The study was conducted in seven states from the old Eastern Nigeria. Two hundred first year technical education students in four Colleges of Education and four Polytechnics were selected for the study. The study adopted a quasi-experimental design using four groups which had different levels of professional qualification namely B.Sc. Tech education (B); HND with TTC (A and C), Med Industrial tec. Edu. (D). Two instruments were used: a 40-item criterion referenced metal work achievement test which was used for pre-test and post-testing of the subjects and the second, a 16 lesson plan based on the courses content of sheet metal work, fabrication and welding. Each lesson plan contained MEINST at different stages of the instructional process and was used for teaching experimental groups for 12 weeks. The control groups were taught with the conventional lecture method for the same period.

The analyses of pre-test and post-test scores showed that teachers' qualification (academic and years of teaching experience) had a significant effect on their use of the MEINST. The mean score (29.19) of students in experimental group C whose teacher held M.Ed. Industrial Tech. education was higher than the mean score (26.9) group A whose teachers held HND and TTC. Ogwo recommended that personnel recruited for teaching subjects should be those with teaching qualifications.

Emeke and Odetoyinbo (2003) carried out another study on teacher factors namely: as determinants of achievement in integrated science teachers' qualification, teaching experience, area of specialization, gender, knowledge of objectives, teaching strategies and assessment practices. They sampled forty teachers and five hundred students from twenty schools within six education zones in Oyo State. The integrated science objective scale (ISOS) Teaching

Strategies and Assessment Practices Questionnaire (TSAPQ) and Integrated Science Achievement Test (ISAT) was used for data collection.

The results showed that knowledge of the objective of the programme ranked higher (5.246%) at 0.05. Qualification of the teacher also contributed significantly (3.173%) in the criterion variable. From the seven predictors, sex had direct effect with only teachers' gender having indirect effect. The researchers concluded that the whole idea of teaching education should be anchored on quality of teachers that are well equipped.

From the discusses above, it can be seen that more of the above studies dealt on entrepreneurship education but outside the study. It is the intention of the present researcher to investigate on the teacher's competencies in the teaching of entrepreneurship education in secondary schools. It is also the intention of the researcher to investigate these generic and personal traits expected of the teacher in teaching entrepreneurship education which not found in the reviewed studies.

Summary of Literature Review

The literature has been reviewed along the various variables under study. The literature reviewed the concepts of entrepreneurs' education, entrepreneurship education, assessment teachers' factors in the teaching and learning of entrepreneurship education.

The theoretical framework that is based on Blooms and competency based approaches, Alfred Marshal theory and Max Weber's theory on entrepreneurship were reviewed. An entrepreneur refers to the person who puts in resources into various ways to make profit. He/she provides the manpower, finance resources and time in the running of the business similarly, the concept of education was defined as the process whereby individuals are provided with skills, values, knowledge and understanding to be a useful member of a society, entrepreneurship education is geared towards the acquisition of skills needed to run business venture. This is necessary in the face of high level of unemployment in the country.

Evidence from the review reveals the need for entrepreneurship education in the secondary school system. It enhances economic development, reduction in unemployment rate, reduction of rural-urban migration etc. All these importance were identified as the need for teaching entrepreneurship education in schools. Evidence from the review also shows that teachers are the key factors in the implementation of entrepreneurship education curriculum. However, there is no evidence to show whether, the present group of teachers have been trained to teach entrepreneurship education. It becomes imperative to find out their level of competencies needs and how competency needs is influenced by the nature of the subject of the teacher, teachers's experience, qualification, gender, location availability of instructional media, knowledge of the subject matter, utilization of the instructional media where he/she teaches. These issues form the subject of this study.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses the method to be employed in the study under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection and method of data analysis.

Design of the Study

This study employed descriptive survey design. According to Nworgu (2006) descriptive survey design seeks to collect data on the particular features in characteristics of a given population in a systematic manner such that findings are expected to be generalized to the entire population. The design is adopted in this study because the study is interested in collecting data on competencies of teachers in the teaching of entrepreneurship education in secondary schools in Enugu education zone of Enugu state.

Area of the Study

This study was carried out in Enugu Education Zone. The zone is made up of four local government areas: Enugu South, Enugu East, Enugu North and Isi-Uzo. The zone has twenty six (26) public secondary schools. Enugu education zone was chosen because it will be used as a pilot study in the state to find out ways of curbing unemployment rate through entrepreneurship education which has engulfed the entire state. Furthermore, the curbing of unemployment rate will reduce high rate of armed robbery, prostitution, kidnapping and the like. The zone is also chosen because gender is of interest in this study.

Population of the Study

The population of the study consists of all the principals and Economics/Accounting teachers for 2011/2012 session in all the public secondary schools in Enugu Education zone. Statistics collected from the post-primary school management board (PPSMB) Enugu zone

shows that the zone have 1806 teachers, out of which 87 are Economics/Accounting teachers(see Appendix B page 79).

Sample and Sampling Technique

Sample is the subset of the population or the entire population. The sample of this study was one hundred and six (106) respondents which was made up of twenty six (26) principles and eighty (80) Economics/Accounting teachers. No sampling is however required for the principals and Economics/Accounting teachers as all of them were used for the study (See Appendix C).. The reason for this procedure is because according to Nworgu (2006), when the group of items to which a study is carried is too small no sampling is required

Instrument for Data Collection

The instrument for data collection was the researcher constructed questionnaire titled, "Questionnaire on Teachers Assessment on Entrepreneurship Education (QTAAEE)". The questionnaire is divided into two sections A and B, section A deals with the demographic information comprising name of school, sex, location, academic qualification, area of specialization, and experience of the respondents. Section B consists of 47 item statements distributed in six clusters namely clusters A-F. cluster A has 20 items and it deals with the question of the extent to which teachers have skills in teaching entrepreneurial skill; furthermore, cluster B and C have 9 and 17 items respectively and they concern the teaching methods used for acquiring entrepreneurship education and the problems encountered in teaching entrepreneurship education to the students in schools in each case.

A 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE), No Extent (NE) was used in this order in carrying out the research on the assessment of teachers' competencies in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone of Enugu State.(see Appendix A for the instrument)

Validation of the Instrument

The instrument was validated by three experts. Two experts from vocational teacher education and one expert from measurement and evaluation in the department of science education of the University of Nigeria, Nsukka. The validators were specifically asked to examine the items for clarity on assessment of teachers; competencies in the teaching of entrepreneurship education in secondary schools. They were requested to revise or modify the items, if necessary and to remove or add items they considered inappropriate or appropriate. The comments, suggestions and corrections of the validators were used in making the final copy of the instrument.

Reliability of the Instrument

The instrument was subjected to trial testing to ascertain its reliability. To achieve this, 20 copies of the instrument were administered to ten principals and ten teachers in Nsukka Education Zone of Enugu State who were not part of the sample but share similar characteristics with the sample. The internal consistency of the instrument was determined using the Cronbach Alpha method. The result showed that the reliability coefficients of 0.78 for cluster A, 0.57 for cluster B, 0.77 for cluster C and overall reliability index of 0.87 were obtained showing that the instrument is reliable. (See Appendix D for details)

Method of Data Collection

The questionnaire was administered by hand to the principals and the teachers of secondary schools in Enugu Education Zone. Five (5) research assistants were trained for 3 days to enable them get acquainted with the modalities for administering the research instruments in an appropriate way to avoid loss of the instruments. The instrument was collected scored and sorted out according to the variables of gender and qualification for analysis.

Method of Data Analysis The data collected was analyzed using Mean and standard deviation to answer research question 1, 2, 4, 5 and 6 while Percentages was used to answer research question three. T-test was used to test the null hypotheses formulated at 0.05 level of significance.

CHAPTER FOUR

RESULTS

In this chapter, the results of the analyzed data are presented and interpreted. The presentation of the result is according to the research questions and hypothesis.

Research Question I

What are the entrepreneurial skills teachers possess in the teaching of the entrepreneurship education in secondary school?

Table 1: mean and standard deviation of teachers and principals on the teaching skills possess by teachers for the teaching of entrepreneurship education

s/n	Item statement	Teacher			Principals		
		Mean	Std.dev	Decision	Mean	Std.dev	Decision
1	The teacher possesses good verbal communication skills.	3.21	0.82	Agree	3.42	1.01	Agree
2	The teacher possesses good writing and communication	1.49	0.75	Disagree	1.83	0.75	Disagree
3	The teacher has persuasive skills	1.75	0.90	Disagree	1.51	0.64	Disagree
4	The teacher possesses good interpersonal skills	3.23	1.01	Agree	2.64	1.36	Agree
5	The teacher has good critical thinking skill	1.68	0.75	Disagree	1.89	0.80	Disagree
6	The teacher is skillful in human relation activities	2.89	1.03	Agree	1.83	1.05	Disagree
7	The teacher demonstrates good analysis skills	1.64	0.88	Disagree	1.45	0.67	Disagree
8	The teacher possesses listening skills required of business activities for students to learn	2.89	1.22	Agree	1.81	1.08	Disagree
9	Knowledge of accounts	2.57	1.24	Agree	2.15	1.03	Disagree
10	Knowledge of costing	2.42	1.06	Disagree	1.92	0.83	Disagree
11	Ability to interpret financial statement	2.06	1.17	Disagree	2.47	0.77	Disagree
12	Ability to acquire the skill of preparing financial statements	2.17	0.94	Disagree	1.83	0.64	Disagree
13	Ability to payroll and various deductions	2.60	1.20	Agree	1.62	1.00	Disagree
14	Ability to know gross	2.26	1.02	Disagree	2.25	0.76	Disagree

	and net profits						
15	Ability to know sources of funds	2.53	1.20	Agree	1.81	0.86	Disagree
16	Locate product information	2.68	1.30	Agree	1.85	1.08	Disagree
17	Initiate business planning	1.51	0.95	Disagree	1.94	1.31	Disagree
18	Enhance sale of goods to customers	1.70	1.17	Disagree	2.26	1.04	Disagree
19	Deliver goods to customers	2.47	1.22	Disagree	2.04	1.11	Disagree
20	Monitor competitors activities	2.83	1.10	Agree	1.74	1.04	Disagree
	Cluster mean	2.33	0.33	Disagree	2.01	0.20	Disagree

The result in table 1 shows the teachers and principals mean ratings on the teaching skills possess by teachers for the teaching of entrepreneurship education in secondary school. The mean of teachers ranges from 1.51 to 3.23 and standard deviation 0.33 to 1.22 while the principal mean score ranges from 1.45 to 3.42 and standard deviation 0.20 to 1.31. The item by item analysis reveals that teachers possess skills of items 1, 4, 6,8,9,13,15, 16 and 20 as rated by teachers. On the other hand teacher poses skills in item 1 and 4 in the opinion of principals. Teachers had a cluster mean score of 2.33 and standard deviation of 0.33. On the other hand, principal recorded a cluster mean of 2.01 with a standard deviation of 0.20. Therefore, teacher and principal are of the opinion that teachers do not possess the skill of teaching entrepreneurship education in secondary school

Research Question 2

What are the teaching methods used by teachers in teaching the content of entrepreneurship education in secondary schools

Table 2: mean and standard deviation of teachers and principals on the teaching method adopted in teaching entrepreneurship education

s/n	Item statement	Mean	Teacher Std.dev	Decision	Mean	Principals Std.dev	Decision
1	Lecture method	3.24	0.90	Used	3.43	0.64	Used
2	Team based method	2.02	0.91	Not used	1.64	0.65	Not used
3	Role-play	2.19	0.88	Not used	1.83	0.83	Not used
4	Field trips	2.13	0.96	Not used	1.58	0.86	Not used
5	Demonstration	2.70	1.03	Used	2.00	1.04	Not used

6	Enquiry method	2.28	1.10	Not used	2.19	0.98	Not used
7	Problem-based method	2.34	0.96	Not used	2.45	0.64	Not used
8	Co-operative method	1.91	0.88	Not used	2.24	0.81	Not used
9	Project method	2.17	1.17	Not used	1.60	0.93	Not used
10	Case study method	2.26	1.04	Not used	1.62	0.81	Not used
	Cluster mean	2.32	0.39	Not used	2.06	0.26	Not used

The summary of result presented in table 2 shows the teaching method used by teachers in teaching and learning of entrepreneurship education in secondary school. The mean score of teachers ranges from 1.91 to 3.24 while the principal mean ranges from 1.58 to 3.43. The item by item analysis reveals that teachers use only lecture and demonstration method in teaching entrepreneurship education. Teachers recorded a cluster mean score of 2.32 and standard deviation of 0.39 while principals obtained a cluster mean score of 2.06 and a standard deviation of 0.26. Comparative, teacher had a higher mean score than principal but their ratings are the same which indicates that teacher do not use variety of teaching method in teaching of entrepreneurship in secondary school.

Research Question 3

What are the qualifications of teachers teaching entrepreneurship education in secondary schools?

Table 3: the qualification of teachers teaching entrepreneurship education in secondary schools

s/n	Qualification	Frequency	Percentage
1	NCE (Economics/Accounts)	21	26.2
2	B.SC Economics	13	16.2
3	B.SC Ed Economics	21	26.2
4	B.SC Ed Accounts	25	31.2

Table 3 shows the qualification of teachers teaching entrepreneurship education in secondary schools. Teachers with NCE economics and Accounts are 26.2%, holders of B.SC Economics accounts for 16.2%, those with B.SC Ed Economics recorded 26.2% while B.SC Ed Accounts represent 31.2%. The analysis indicates that teachers with B.SC Ed Accounts are more

in number followed NCE Economics and Accounts and B.SC Ed. Economics and last B.SC Economics.

Research Question 4

To what extent does teachers' gender influence the skills possessed by teacher in the teaching of entrepreneurship education in secondary schools

Table 4: mean and standard deviation of male and female teachers on the skills possess for the teaching of entrepreneurship education

s/n	Item statement	Mean	Female Std.dev	Decision	Mean	Male Std.dev	Decision
1	The teacher possesses good verbal communication skills.	3.35	0.74	Agree	2.77	0.93	Agree
2	The teacher possesses good writing and communication	1.58	0.78	Disagree	1.23	0.60	Disagree
3	The teacher have persuasive skills	1.75	0.90	Disagree	1.77	0.93	Disagree
4	The teacher possess good interpersonal skills	3.23	1.00	Agree	3.23	1.09	Agree
5	The teacher has good critical thinking skill	1.58	0.84	Disagree	2.00	0.00	Disagree
6	The teacher is skillful in human relation activities	2.93	1.05	Agree	2.77	1.01	Agree
7	The teacher demonstrate good analysis skills	1.83	0.93	Disagree	1.08	0.28	Disagree
8	The teacher possesses listening skills required of business activities for students to learn	2.75	1.28	Agree	3.31	0.95	Agree
9	Knowledge of accounts	2.33	1.27	Disagree	3.31	0.85	Agree
10	Knowledge of costing	2.35	1.03	Disagree	2.61	1.19	Agree
11	Ability to interpret financial statement	1.75	1.10	Disagree	3.00	0.82	Agree
12	Ability to acquire the skill of preparing financial statements	2.13	0.97	Disagree	2.31	0.85	Disagree
13	Ability to payroll and various deductions	2.43	1.23	Disagree	3.15	0.90	Agree
14	Ability to know gross and net profits	2.15	1.12	Disagree	2.62	0.50	Agree
15	Ability to know sources of funds	2.45	1.26	Disagree	2.77	1.01	Agree
16	Locate product	2.53	1.38	Agree	3.15	0.90	Agree

	information						
17	Initiate business planning	1.40	0.78	Disagree	1.85	1.34	Disagree
18	Enhance sale of goods to customers	1.50	1.04	Disagree	2.31	1.38	Disagree
19	Deliver goods to customers	2.25	1.21	Disagree	3.15	0.99	Agree
20	Monitor competitors activities	2.85	1.05	Agree	2.77	1.30	Agree
	Cluster mean	2.25	0.31	Disagree	2.56	0.30	Agree

The result above shows the mean ratings of male and female teachers on the influence of gender on the teaching skills possess for the teaching and learning of entrepreneurship education in secondary school. The clustered mean score of male teachers is 2.56 with a standard deviation of 0.30 while their counterpart's male teachers had a cluster mean score of 2.25 and a standard deviation of 0.31. The male teacher had a higher mean score than the female teacher, although there is difference of 0.31 mean score in favour of male students. Therefore, male teacher possess skill than female teachers in the teaching and learning of entrepreneurship education which entails that gender influence the skills possessed by teacher in the teaching of entrepreneurship education in secondary schools.

Research Question 5

To what extent does location influence the teaching methods used by teachers in teaching the content of entrepreneurship education in secondary schools

Table 5: mean and standard deviation of urban and rural teachers on the method used in teaching entrepreneurship education

s/n	Item statement	Mean	Urban Std.dev	Decision	Mean	Rural Std.dev	Decision
1	Lecture method	3.50	0.83	Used	2.60	0.74	Used
2	Team based method	1.76	0.75	Not used	2.67	0.98	Used
3	Role-play	2.00	0.77	Not used	2.67	0.98	Used
4	Field trips	1.95	0.90	Not used	2.60	0.99	Used
5	Demonstration	2.55	1.06	Used	3.07	0.88	Used
6	Enquiry method	2.03	1.05	Not used	2.93	0.96	Used
7	Problem-based method	2.37	1.02	Not used	2.27	0.78	Not used
8	Co-operative method	1.79	0.84	Not used	2.20	0.94	Not used

9	Project method	2.16	1.13	Not used	2.20	1.32	Not used
10	Case study method	2.26	0.98	Not used	2.27	1.22	Not used
	Cluster mean	2.24	0.35	Not used	2.55	0.43	Used

The result of this study presented in table 5 indicates the influence of location on the method of teaching adopts by teachers in the teaching and learning of entrepreneurship education in secondary school. Teachers in the urban area had a clustered mean score of 2.24 and a standard deviation of 0.35 while teachers in the rural area obtained a cluster mean score of 2.55 with a corresponding standard deviation of 0.43. Rural teacher had a higher mean score than their counterparts urban teachers although there is a mean difference of 0.31 in their mean rating. Therefore, teacher location influence the use of method of teaching adopted in teaching and learning of entrepreneurship education in secondary

Research Question 6

What are the problems encountered by teachers in teaching entrepreneurship education in secondary schools

Table 6: mean and standard deviation of teachers and principals on the problems encountered in teaching entrepreneurship education

s/n	Item statement	Teacher			Principals		
		Mean	Std.dev	Decision	Mean	Std.dev	Decision
1	Poor implementation process of the entrepreneurship education programme by the government	3.11	0.87	Agree	2.64	0.59	Agree
2	Inadequate qualified teachers to teach entrepreneurship education in school	2.49	0.95	Disagree	2.81	0.52	Agree
3	Poor funding by the government in the procurement of equipment needed for practical teaching of the subject	3.21	0.82	Agree	2.96	1.04	Agree
4	Poor knowledge of	3.11	0.91	Agree	2.74	0.71	Agree

	the subject matter by the teacher						
5	Inadequate instructional media for teaching entrepreneurship education	2.51	0.95	Agree	2.89	0.85	Agree
6	The inability of teachers to improvise teaching materials	2.77	0.80	Agree	2.74	0.59	Agree
7	Teachers attend programmes aimed at updating their knowledge like workshops, seminars, conferences, etc regularly	2.40	1.04	Disagree	2.68	0.73	Agree
8	Parents do not encourage their wards to study entrepreneurship education in school	3.04	0.88	Agree	2.96	0.98	Agree
9	The teacher makes use of learning by doing while teaching entrepreneurship education	2.06	0.93	Disagree	2.30	0.93	Disagree
10	Textbooks are not readily available for the teaching of entrepreneurship education in schools	2.91	1.20	Agree	2.68	1.17	Agree
11	Inadequate in terms of population data in the equipment, manpower, needed in teaching entrepreneurship education in schools	2.89	1.03	Agree	2.83	1.30	Agree
12	Poor evaluation strategy by the teacher while teaching entrepreneurship education	2.62	1.06	Agree	2.96	1.19	Agree
13	Persistent unemployment problems discourage	2.94	1.06	Agree	3.08	0.85	Agree

	students from studying entrepreneurship education in schools						
14	The teachers are not involved in the process of planning the entrepreneurship education curriculum	3.15	0.97	Agree	2.94	0.91	Agree
15	Government poor attitudes to the retirement for the implementation of entrepreneurship education curriculum for schools	2.53	0.99	Agree	3.34	0.89	Agree
16	The gap between the planning and implementation process of entrepreneurship education curriculum hinder it effecting teaching and learning in schools	3.43	0.84	Agree	2.77	0.89	Agree
	Cluster mean	2.82	0.40	Agree	2.83	0.49	Agree

Table 6 reveals problems encountered by teachers in the teaching and learning of entrepreneurship education in secondary schools. Teachers recorded a cluster mean score of 2.82 and a standard deviation of 0.40 while the principals obtained a mean score of 2.83 and standard deviation of 0.49. In the opinion of teacher and principals teacher encountered the problems enumerated in the above table in the teaching and learning of entrepreneurship education in secondary school.

Hypothesis 1

There is no significant difference in the mean ratings of male and female teachers on the skills posses for the teaching of entrepreneurship education in secondary schools

Table 7: t- test analysis of male and female teacher on the skills posses for the teaching of entrepreneurship education

Gender	N	Mean	Std.dev	Df	Tcal	Sig
Male	23	2.25	0.32	78	3.07	0.003
Female	57	2.56	0.30			

The summary of t- test results presented in table 7 shows that there is statistically significant at the $P < .05$ level in the mean ratings of male and female teachers on the skills possess for the teaching of entrepreneurship education : $t(78) = 3.07$, $p = 0.003$. Therefore the researcher rejects the null hypothesis and concludes that there is significant difference in the mean ratings of male and female teachers on the skills posses for the teaching of entrepreneurship education in secondary schools.

Hypothesis 2

There is no significant difference in the mean ratings of urban and rural teachers on the teaching methods adopted in teaching entrepreneurship education in secondary schools

Table 8: t- test analysis of urban and rural teacher on the method of teaching used in teaching entrepreneurship education

Location	N	Mean	Std.dev	Df	Tcal	Sig
Urban	38	2.24	0.35	51	2.73	0.009
Rural	15	2.55	0.43			

The summary of t- test results presented in table 8 shows that there is statistically significant at the $P < .05$ level in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education : $t(51) = 2.73$, $p = 0.009$. Therefore the researcher rejects the null hypothesis and concludes that there is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools

Summary of findings

1. Teachers do not possess skill for the teaching and learning of entrepreneurship education in secondary school
2. Teachers do not use variety of teaching method in teaching and learning of entrepreneurship education. They use only lecture and demonstration method
3. Teachers with B.SC.Ed Accounts qualification are higher in number in secondary school teaching entrepreneurship education followed by NCE Accounts/Economics next B.SC. Ed Economics and last B.SC Economics.
4. Male teacher posses more skill than female teacher in teaching entrepreneurship education. Therefore gender influence the skill possess by teachers for the teaching of entrepreneurship education in secondary
5. Location influence the teaching method adopted by teacher in teaching entrepreneurship education in secondary school in favour of rural teachers
6. Teachers encountered problems in the teaching and learning of entrepreneurship education in secondary school
7. There is significant difference in the mean ratings of male and female teachers on the skills posses for the teaching of entrepreneurship education in secondary schools
8. There is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS, LIMITATIONS, SUGGESTIONS FOR FURTHER STUDY AND SUMMARY

This chapter embodies the following: discussion of findings, conclusions drawn from the findings, educational implications, recommendations, limitations of the study, suggestions for further research and summary of the study.

Discussion of the Findings

The discussion of findings was done in line with the research questions and hypotheses that guided the study, under the following sub-headings:

1. Teaching skills possess by teacher
2. Method of teaching adopted in teaching entrepreneurship education
3. Qualification of teachers teaching entrepreneurship education
4. Gender and teaching skills
5. Location and teaching method
6. Problem of teaching and learning of entrepreneurship education

Teaching Skills Possess by Teacher

The findings of this study reveal that teachers do not possess skill for the teaching and learning of entrepreneurship education in secondary school. However teachers possess skill in verbal communication and good interpersonal skill while lack the skills in human relations, good analysis skills, poor listening business skills, inadequate knowledge of accounting and costing. Other skills not possessed by the teachers include poor skills in financial accounting, calculations of natural gross profit in businessmen, inability to source funds for businessmen. Furthermore, inadequate knowledge of product information business planning skills, good delivery and innovations in business are some of the skills which the teacher of entrepreneurship education

are expected to have, which they lack. The lack of human, accounting, financial ICT and business skills on the parts of the teacher tends to impact negatively on the performance of the students in examinations. The above results is inline with peter (2007) who asserted that the attainment of the objectives of teaching entrepreneurship education is dependent on the skills possessed by the teachers. Peter further asserted that teachers are expected to be critical, knowledgeable and competent to implementation the entrepreneurship education in schools. Larry (2008) also affirms that the teachers are expected to have managerial, accounting, finance, market, sales and general business skills to be able to teach entrepreneurship education in schools. This according to the researcher is to attain the self reliance bid of the federal government. Similarly, Hicks (2007) asserted in line with the above findings that unemployment after graduation was able to multiply in Nigeria due to the poor acquisition of entrepreneurial skills in schools by the students. Furthermore, Derio (2008) observed that through entrepreneurship education students including those with disabilities learn organization skills including time management, leadership development and entrepreneurial skills. All these are easy to be acquired by the students if the teachers have the necessary skills for teaching them. Therefore, the poor skills in teachers of entrepreneurship education in school affects the students drastically on graduation as most of them will remain employed which is against the spirit of the programme

Method of Teaching Adopted in Teaching Entrepreneurship Education

The result of this study reveals that teachers do not use variety of teaching method in teaching and learning of entrepreneurship education. They use only lecture and demonstration method. Others method of teaching neglected by teachers are team based method, role-play, field trips, enquiry method, problem-based method, cooperative method, project method and case study method. The use of different method in teaching entrepreneurship education enhances

students' achievement. This is in line with Kpplow (2004) and Frenchman (2005) who asserted on different occasions the impact integrative methods on the students' academic achievement. The teacher is expected to use varieties of method in teaching entrepreneurship education which the students will be highly involve to enhance their performance. Therefore, use of lecture method by teachers of entrepreneurship education has a negative impact on the academic achievement of the students

Qualification of Teachers Teaching Entrepreneurship Education

The result of this study shows that teachers with B.SC.Ed Accounts qualification are higher in number in secondary school teaching entrepreneurship education followed by NCE Accounts/Economics next B.SC. Ed Economics and last B.SC Economics. The qualifications of teachers teaching entrepreneurship education are adequate. This is because all the teachers with different qualification did entrepreneurship education in the course of their training in higher institution of learning. Therefore, they will be in the better position to teach the course since there is no curriculum for entrepreneurship what will train teachers that will be certificate from colleges of education or university of education to teach entrepreneurship education in secondary school. studies have associated teacher qualification with the students achievement for instance Okeke (2008) and Usman (2009) revealed that qualification of teachers affect school achievement/performance of the students to the extent that academically qualified teachers tend to succeed more than their non-qualified counterparts. Similarly, Hobson (2008) affirmed that highly qualified teachers must have a sound knowledge of the subject matter and method of teaching for effective imparting the facts and skills relating to the subject. Furthermore, Adeniran (2007) observed that in relation to classroom instruction, the quality of the teacher is determined by content, process and context variables. The teacher is therefore expected to have the knowledge of the content, the methods of teaching. The knowledge of the teacher's variables will

enhance the performance of the teacher in classroom. Ogbonnaya (2003) stated that one of the qualities which teachers of entrepreneurship education should possess is to be professionally trained and well informed to be able to perform creditably. He opined that the performance of students is direct function of the quality of teachers involved in the teaching and learning process. Gbenga (2003) also asserted that experience qualified teachers operate from a deeper and more sophisticated knowledge base than teachers who are novices. Eze (2007) affirmed this when he wrote that there is a positive relationship between qualification, experience, productivity and efficiency. Therefore, it is expected that teachers should be so trained to be able to do their job creditably to enhance the performance of the students.

Gender and Teaching Skills

The findings of this study show that male teacher possesses more skill than female teacher in teaching entrepreneurship education. Further analysis was carried using t test and it reveals that there is significant difference in the mean ratings of male and female teachers on the skills possessed for the teaching of entrepreneurship education in secondary schools. The higher skills possessed by male teachers do not occur by chance. Indeed male teachers have more skills than the female teacher in the business of teaching entrepreneurship education in secondary school. The findings of this study are in line with the findings of Udeinya (2008) and Okafor (2006) who reported that male teachers are more competent than their female counterparts in implementing geography and mathematics curriculum in secondary while Omoogun (2009) reveals that gender significantly affects teachers' competency needs of environmental education concepts.

Location and Teaching Methods

The result of this study shows that location influences the teaching method adopted by teacher in teaching entrepreneurship education in secondary school in favour of rural teachers. Also there is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools. The findings of

this study correspond to the findings of Omoogun (2009) who reported that location significantly affect teachers competency needs of environmental education concept.

Problem of Teaching and Learning Entrepreneurship Education

The findings of this study reveal that Teachers encountered problems in the teaching and learning of entrepreneurship education in secondary school. The problem includes poor programme implementation, inadequate qualified teachers, poor method of instruction and teachers inability to attend sensitization programme. Others problems indentified are poor use of instructional facilities. In line with the above Gage (2009) asserted that entrepreneurship education teachers should be provided with enabling environment for the them to operate. This should be done where there is a synergy between the government and other stakeholders in the provision of man, materials and financial resources inform of providing the needed resources the teacher need in teaching in the classroom. Etim (2006) further asserted that inadequate teachers hinder the teaching of entrepreneurship education in schools as the best knowledge may not be given to the students as required. This will invariably affect the performance of the students in examinations. The government should provide enough funds to school to procure entrepreneurship education facilities for its laboratory to ensure its effective teaching in schools. With thia at hand, the teacher will be motivated to do their job with happiness. Therefore, all the stakeholders in education sectors should join hands together to tackle effectively the problems hindering the teaching of entrepreneurship education in schools.

Conclusion

On the basis of the findings of this study, the following conclusions were made:

1. Teachers do not possess skill for the teaching and learning of entrepreneurship education in secondary school

2. Teachers do not use variety of teaching method in teaching and learning of entrepreneurship education. They use only lecture and demonstration method
3. Teachers with B.SC.Ed Accounts qualification are higher in number in secondary school teaching entrepreneurship education followed by NCE Accounts/Economics next B.SC. Ed Economics and last B.SC Economics.
4. Male teacher possesses more skill than female teacher in teaching entrepreneurship education. Therefore gender influence the skill possess by teachers for the teaching of entrepreneurship education in secondary
5. Location influence the teaching method adopted by teacher in teaching entrepreneurship education in secondary school in favour of rural teachers
6. Teachers encountered problems in the teaching and learning of entrepreneurship education in secondary school
7. There is significant difference in the mean ratings of male and female teachers on the skills possess for the teaching of entrepreneurship education in secondary schools
8. There is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools

Educational Implications of Findings

This sub-section deals with the implications of the study based on the findings. Specifically, the following implications are identified which can be of immense benefit to schools, teachers and the students. The result shows that teachers do not have the necessary skills required for the teaching of entrepreneurship education in schools. The implication is that students tend to achieve poor since the content of the subject will not be delivered to the students as stipulated in the curriculum. This will hinder the objective of the entrepreneurship education teaching and learning in schools. Therefore teachers are expected to acquire skills that are

required to teach entrepreneurship education through workshop and seminars. Doing so will help to improve students' achievement in entrepreneurship education.

The findings show that teachers do not use variety of method of teaching in teaching the content of entrepreneurship education in school. The implication of this is that students will not be motivated to learn entrepreneurship education that will enable them to acquire skill of self reliance and contribute effectively in the society. The classroom will not going to be interesting to the thereby creating problems in the learning process. It is therefore the duty of the teacher to update his or her in the current method of teaching so as to encouraged students to be actively participate in the learning process and achieve high in entrepreneurship education

The results shows that teachers with B.SC.Ed Accounts are in number in the business of teaching entrepreneurship education in school followed by B.SC.Ed Economics and NCE Accounts and Economics followed by BSC Economics. Since the training institute have undertake to train entrepreneurial educators that will teach the subject, government should from time to time send teachers that teach the subject to learn the skill and method that will enable effectively teach the subject through seminars ,workshop and conferences. This will enhance their knowledge to teach the subject effectively.

Finally, the result the study shows that teachers encounter problems in teaching the subject in schools. The problems hinder the smooth teaching and learning of the subject and make students to achieve poor. Therefore, it is the duty of the government, teacher, school authority and other stakeholder in education to ensure that materials, human and financial resources are provided to motivate both teachers and students in teaching and learning of entrepreneurship education in schools. This will help in improving the performance of the students in examinations

Recommendations

The following recommendations are made in line with the findings of the study:

1. The teachers should update their knowledge and skill through sandwich program me, workshops, seminars and conferences. This will help to improve their human relations, business skills, ICT skill as required for the teaching of entrepreneurship education in schools.
2. The teacher should employ varieties of method in teaching entrepreneurship education in schools. The method should be integrative to incorporate co-operative method, demonstration, and field trips. The use of varieties of method will improve the performance of the students in examination.
3. The teachers should improved their qualification through sensitization programme like sandwich programme, workshops, conferences and seminars to improve the skill and knowledge in entrepreneurship education
4. The synergy approach should be adopted by teachers, schools authority and the government in facing the challenges possed in the teaching of entrepreneurship education in schools. This will be done with the provision of man and material resources in the teaching of entrepreneurship education in schools. All these will improve the teaching job of the teachers and as well as the performance of the students in schools.

Limitations of the Study

Studies like this cannot exist without number of limitations/constraints. These among others are:

1. The instrument used for the study sought the opinions of teachers and their responses may have been faked to what they wanted the researcher to report. Therefore this may or may be far from their real perceived competencies.
2. The researcher did not have direct contacts with respondents due to time constraints
3. Much fund is required for the researcher and it was not easy to come by

Suggestions for Further Research

The following suggestions are made for further investigation:

1. The research was carried out using teachers and principals in senior secondary schools of Enugu education zone of Enugu state. Therefore the researcher suggests that same study be carried out in another education zone in the state and other states, unity schools of various geo-political zones in Nigeria and in higher institutions of learning where the subject has been adopted as either general study or a full discipline.
2. Since the study was on competencies, further research should be directed at ascertaining the competencies of teachers through the use of test, observational check list and questionnaire instrument.
3. More elaborate study should be carried out in other aspects of competencies like communication and information communication and technology competencies of teachers in teaching both entrepreneurship education and other subjects.
4. The researcher also suggests that a study be carried out on the influence of other factors like age/experience and qualification on the competencies of teachers in teaching entrepreneurship education and other subject

Summary of the Study

This study was conducted to assess the competencies of teachers in teaching entrepreneurship education in secondary schools in Enugu education zone of Enugu State. Specifically, the study sought to determine the teaching skills poses by teachers , method used in teaching entrepreneurship education in secondary school and problems teachers encountered in teaching entrepreneurship education as well as the influence of teacher factors like location and gender on the method used in teaching entrepreneurship education and skills poses by teachers in implementing senior secondary entrepreneurship education. Six research questions guided the study alongside two hypotheses which were tested at 0.05 level of significance. Relevant related

literature within the reach of the researcher were reviewed under concept of entrepreneurs, concept of entrepreneurship education, concept of entrepreneurial skill, concept of assessment, concept of competency, teachers factor in teaching entrepreneurship education as well as teachers factors like location and gender how they influence the competence of teachers in method used in teaching entrepreneurship education and skills possessed by teachers for the implementation of entrepreneurship education in secondary education. The related empirical studies were reviewed along with how they were related to the present study. Three theories that the study is related to were emphasized which are the competency based theory, Alfred Marshall's theory of entrepreneurship and Max Weber's sociological theory on entrepreneurship. The survey research design was adopted. A total of 106 education teachers participated in this study. Questionnaire on teachers' assessment entrepreneurship education (QTAAEE) was used for data collection. Research questions were answered using mean and standard deviation while hypotheses were tested using t-test of significance all at 0.05 level of significance.

The following findings were established for this study:

1. Teachers do not possess skill for the teaching and learning of entrepreneurship education in secondary school
2. Teachers do not use variety of teaching method in teaching and learning of entrepreneurship education. They use only lecture and demonstration method
3. Teachers with B.Sc.Ed Accounts qualification are higher in number in secondary school teaching entrepreneurship education followed by NCE Accounts/Economics next B.Sc. Ed Economics and last B.Sc Economics.
4. Male teacher possesses more skill than female teacher in teaching entrepreneurship education. Therefore gender influences the skill possessed by teachers for the teaching of entrepreneurship education in secondary

5. Location influence the teaching method adopted by teacher in teaching entrepreneurship education in secondary school in favour of rural teachers
6. Teachers encountered problems in the teaching and learning of entrepreneurship education in secondary school
7. There is significant difference in the mean ratings of male and female teachers on the skills posses for the teaching of entrepreneurship education in secondary schools
8. There is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools

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Appendix A

QUESTIONNAIRE OF ENTREPRENEURIAL EDUCATION (QEE)

SECTION A

Personal characteristics of the respondents: (Principals, Teachers and Students)

1. Name of the school: -----
2. Sex: Male [☐] Female [☐]
3. Location: Local [☐] Urban [☐]
4. Academic Qualification: Masters Degree [☐] First Degree [☐]
5. Area of specialization: -----
6. Experience: Under one year [☐] 1-9years [☐] 10 years and above [☐]

SECTION B

Assessment of teacher competencies in the teaching of entrepreneurship education in secondary schools in Enugu Education Zone of Enugu State.

Please, tick good [✓] only in one of the space provided which corresponds with your opinion on each of the following statements by either choosing: Very High Extent (VHE), High Extent (HE), Low Extent (LE), and No Extent (NE).

CLUSTER A**Human/Technical Skills possessed by Teachers in teaching of
Entrepreneurial skills in secondary schools**

S/N	ITEMS	VHE	HE	LE	NA
1	The teacher possesses good verbal communication skills.				
2	The teacher have persuasive skills.				
3	The teacher possesses good interpersonal skills.				
4	The teacher has good critical thinking skill.				
5	The teacher is skillful in human relation activities.				
6	The teacher demonstrate good analysis skills.				
7	The teacher possesses listening skills required of business activities for students to learn.				
8	Knowledge of accounts.				
9	Knowledge of costing.				
10	Ability to interpret financial statements.				
11	Ability to acquire the skill of preparing financial statements.				
12	Ability to payroll and various deductions.				
13	Ability to know gross and net profits				
14	Ability to know sources of funds.				
15	Locate product information.				
16	Initiate business planning.				
17	Enhance sale of goods to customers.				
18	Deliver goods to customers				
19	Monitor competitors activities.				
20	Update happenings and innovations in global transactions.				

CLUSTER B**Teaching methods used in acquiring of Entrepreneurial skill in Secondary Schools**

S/N	ITEMS Which of the methods below is used for acquiring entrepreneurial skill	VHE	HE	LE	NA
21	Lecture method				
22	Role-play				
23	Field trips				
24	Demonstration				
25	Enquiry method				
26	Problem-based method				
27	Co-operative method				
28	Project method				
29	Case study method				
30	Poor implementation process of the entrepreneurship education programme by the government.				

CLUSTER C

Problems encountered in teaching of Entrepreneurial skill in Secondary Schools

S/N	ITEMS: On Teaching Competency	VHE	HE	LE	NA
31	Inadequate qualified teachers to teach entrepreneurship education in school.				
32	Poor funding by the government in the procurement of equipment needed for practical teaching of the subject.				
33	Poor knowledge of the subject matter by the teacher.				
34	Inadequate instructional media for teaching entrepreneurship education.				
35	The inability of teachers to improvise teaching materials.				
36	Teachers poor attendance of programmes aimed at updating their knowledge like workshops, seminars, conferences, etc regularly.				
37	Parents do not encourage their wards to study entrepreneurship education in school.				
38	The teacher does not make use of learning by doing while teaching entrepreneurship education.				
39	Textbooks are not readily available for teaching of entrepreneurship education in schools.				
40	Inadequacy in terms of population data in the equipment, manpower, needed in teaching entrepreneurship education in schools.				
41	Poor evaluation strategy by the teacher while teaching entrepreneurship education.				
42	Persistent unemployment problems discourage students from studying entrepreneurship education in schools.				
43	The teachers are not involved in the process of planning the entrepreneurship education curriculum for schools.				
44	Government poor attitudes to the retirement for the implementation of entrepreneurship education curriculum for schools.				
45	Poorly-equipped libraries hinder research on the part of the students for more knowledge on the subject area.				
46	The gap between the planning and implementation process of entrepreneurship education curriculum hinder it effecting teaching and learning in schools.				

APPENDIX B

Population of the Study

S/No	Local Govt. Areas	No of Sec. Sch.	No of principals	No of teachers	Grand total
2	Enugu East	9	9	825	
3	Enugu North	9	9	723	
5	Isi-Uzo	8	8	256	
	Total	26	26	1804	

**Source: Research and Statistics Unit, Post Primary School Management Board Enugu,
2011/2012 Session**

APPENDIX C

Sample of the Study

S/No	Local Govt. Areas	No of Sec. Sch.	No of principals	No of teachers	Grand total
1	Enugu East	4	9	26	
2	Enugu North	4	9	28	
3	Isi-Uzo	4	8	26	
	Total	12	26	80	106

APPROVAL PAGE

This thesis has been approved for the Department of Arts Education, Faculty of Education, University of Nigeria, Nsukka.

By

DR. U. L. Igbokwe

Supervisor

Internal Examiner

External Examiner

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CERTIFICATION

CHIME EUNICE I. a postgraduate Masters student of the Department of Arts Education, University of Nigeria, Nsukka, with registration number PG/M.Ed./10/52440 has satisfactorily completed the requirement for the award of a degree of Masters of Education in Curriculum Studies.

The work embodied in this thesis is original and has not been submitted in part or full for any other Diploma or Degree of this or any other University.

CHIME EUNICE I.
Student

DR. U L. IGBOKWE
Supervisor

DEDICATION

This research study is dedicated to Almighty God who in his mercy found me fit to run and finish up this work without much stress. The same applies to my beloved mother, (Lolo Ezinnem), Christiana Chime who laid a solid background for my academic pursuit.

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ABSTRACT

The study investigated teachers' competencies in the teaching of entrepreneurship education in secondary schools in Enugu education zone. The purpose was to determine the skills possessed by the teachers in the teaching of entrepreneurship education in schools. Descriptive research design was adopted for the study. The population consisted of 106 made of 26 principals and 80 teachers teaching entrepreneurship education in the secondary schools in the area. No sampling as all the teachers and principals in the area were used for the study. The mean and standard deviation were used to answer the research questions whereas the t-test statistic were used to test the two null hypotheses formulated at 0.05 level of significance. The requisite skills in the teaching of entrepreneurship education coupled with persistent use of lecture method as against integrative approach in the instructional process in the classroom among others. The study also showed among others, inadequacy of teachers, poor skills among them, and inadequate instructional materials in the teaching of entrepreneurship education in schools. There is significant difference in the mean ratings of male and female teachers on the skills for the teaching of entrepreneurship education in secondary schools. There is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools. Based on the findings, the study made some useful recommendations and conclusions.