



ASSESSMENT OF THE AVAILABILITY OF FUNDS FOR THE TEACHING OF ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT

The aim of this study is to assess the availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State. One research question and one hypothesis in line with the research purpose guided the study. The population of the study was 1,733 teachers from 257 public secondary schools in Anambra state. In order to achieve this, a survey was conducted with a sample size of three hundred and forty-seven (347), 137 male and 210 female teachers, drawn using stratified Proportionate random sampling technique, representing 20% of the entire population in Anambra State. The instrument used for the study was questionnaire which was validated by three experts. Cronbach alpha technique was used for testing the reliability and the result showed a reliability index of 0.70, indicating that the instrument is reliable. The data collected was analyzed using statistical methods mean and standard deviation. The results of the study showed that there is a significant difference in the availability of funds for teaching entrepreneurship education in public secondary schools in Anambra State. However, the availability of funds is influenced by various factors such as the type of school, location, and number of students. Based on these findings, it is recommended that the government should allocate more funds towards the teaching of entrepreneurship education in public secondary schools in Anambra State. This will not only improve the students' performance but also equip them with the necessary skills and knowledge to become successful entrepreneurs in the future, also efforts should also be made to raise awareness and educate stakeholders on the importance of entrepreneurship education and the need for proper funding. In conclusion, this study provides valuable insights into the current state of funds availability for teaching entrepreneurship education in public secondary schools in Anambra State. It also highlights the need for increased funding and effective management of funds in order to promote entrepreneurship education in the state.

Keywords: Availability, Fund, Teaching, Entrepreneurship and Education



INTRODUCTION

Availability in this study is referred to as an object or anything being obtainable by an individual to attain his objectives at a particular point in time. In other words, availability entails the accessibility or obtainability of any object or resource to be utilized immediately or at hand to solve the existing problem. Availability in the view of Ibrahim (2017), refers to the condition of being obtainable or accessible at a particular point in time. It expresses how a material can easily be gotten and used for a particular purpose in time. It also means how usable resources are available upon demand to perform required functions. According to Igu (2012), availability or the presence of resources and instructional materials will enhance effective teaching and learning of entrepreneurship programme facilities in Nigerian schools. Availability, adequacy and utilization of learning facilities for teaching entrepreneurship education in secondary schools will promote its effectiveness (Ogba and Odo, 2015). Availability or reachability of resources will enhance the teaching of entrepreneurship education in secondary schools in Nigeria (Mgbodile, 2014). In this study, availability refers to the quality, quantity, functionality, and disposability of resources for effective teaching of entrepreneurship education at any point in time. The importance of availability of resources, instructional facilities, equipment and supplies as well as adequate personnel, motivate the learners, increase the teacher's efficiency and promote the productivity of the teachers in the school.

School is one of the facilities for entrepreneurship education. A school is an

institution designed to provide learning spaces and learning environment for teaching of students/pupils under the supervision of head teachers or the principals. A school is an institution where sincerity, capacity, honesty, orderliness, obedience and learning are taught (Horace, 2016). School organization shows how the school arranges the resources for maximum effect on students' learning (Nduka, 2016). Nduka went further to observe that schools are not just places where one learns facts and numbers, but also places where one learns how to live. In other words, it is a place to learn certain set of skills to one's full potentials and use what one has learned for the greater good. Schools are the basic foundations of knowledge that drives its characters and methods from a number of academic disciplines, combinations of disciplines and area of studies; such as history, religion, mathematics, English, Biology, Physics, Chemistry, Economics, Social studies and entrepreneurship education, Vocational Education and others (Ugwu, 2017). According to Wohlfarth (2016), schools are educational institutions where children are nurtured, trained, by the teachers to develop their potentials. Schools cannot be functional in the absence of teachers. Teachers are the drivers of knowledge that enhance individual's status and well being.

A teacher is a person that teaches, especially one whose occupation is to instruct learners (Ugwu, 2017). He is a person who conscientiously plans his work based on the educational curriculum to guide and coach the students to achieve the aims and objectives of education. According to Ezeani (2017), a teacher is one who exerts some



positive personal influence on an individual so that the individual or learner may change his behaviour. In the same vein, Michael (2015) perceived teacher as a person who facilitates the learning process. He further noted that a teacher is the only person who is capable of imparting knowledge and shaping the attitude of students to a wider scope of knowledge. Teachers are capable of moulding the character of the youths. In other words, they determine the fate of society. Senge (2016), viewed a teacher as an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skills that will be used to face the challenges in life. The teacher also provides the learner knowledge, skills and values that enhance development. An educated person is capable of utilizing the available opportunities in any environment he finds himself. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as effective domains (Mbise, 2018). In summary, a teacher is a person who has knowledge, skills and special trainings in teaching, explaining and educating students to have effective change in behaviour, to live better life in their societies. In Nigeria institutions, teachers may be male or female. Male or female can be referred to as gender. The implementation of entrepreneurship education is relied on them to deliver. The implementation of entrepreneurship education has been problematic in Nigeria, especially in Anambra state (Okwudibia, 2010). The state of worry ranges from the fact that despite the compulsory entrepreneurship education in public secondary schools in Nigeria especially in Anambra State, many students are still

unemployed for a long time after graduation (Chima and Emeka, 2018). The failure rate of this programme is so great that every person in the country, especially stakeholders in education are worried. Entrepreneurship education is compulsory in schools, many students manage to score minimum pass of 40% (Ebele, 2018). This possibly explains why the problem of unemployment is still lingering in Anambra state, since entrepreneurship education is introduced to reduce the problem of unemployment. This laudable course of entrepreneurship education programme has been mounted in public secondary schools in Nigeria, including in Anambra State for job creation and skills acquisition, but the problem of unemployment is still ravaging society. One may then ask, is the problem caused as a result of unavailability of funding for teaching of entrepreneurship education in public secondary schools in Anambra State or are there any other reasons?

Funding is the action or the practice of providing money to perform a project. Funds which may be in form of money are needed for the purchase of instructional materials, to take students to industries for training, maintain facilities, provide steady power supply and manage the staff for entrepreneurship education (Egbuchiwe, 2018). According to Nwaeke (2017), funds are money needed to purchase necessary materials for entrepreneurship education and should be provided from time to time. Imperial College London (2014), explained that funding is the act of providing resources to finance a need, programme or project. This is usually inform of money, it can also take the form of effort or time from an



organization or school. Imperial College London, further emphasized the sources of funding as credit, venture capital, donations, grants, savings, subsidies, and taxes. Funds are referred to money or financial resources set aside for running the school's affairs (Ebele, 2018). Nwankwo (2019) defined funds as financial resources utilized by the school administrators for procurement of material resources, employing and maintaining human resources for effective running of the organization (school). Funds are money or physical cash that are needed to achieve the organizational goals (Ugwu, 2013). Ugwu, further emphasized that, for a worker to live up to expectation, such a worker must be motivated. The fulfillment of this role, lies on funding and administering sound and functional educational policy. Entrepreneurship education in public secondary schools in Anambra State needs adequate funding, human resources and facilities to achieve its goals.

Availability of fund for the Teaching of Entrepreneurship Education in Public Secondary Schools in Anambra State

Financial resource refers to money or funds set aside for running the schools affairs. Amirize and Olulube (2018) pointed out that it is the fundamental duty and responsibility of the principals to manage the available funds (cash) in the school to avoid wastage and displacement of priorities in attending to school needs. Ugwu(2013), emphasize that, for a worker to live up to expectation, such a worker must be motivated. The fulfillment of this role lies on funding and administering sound and functional educational policy. Gabadeen and Raimi

(2019), stated that enough funds are needed in Nigerian educational system for the purchase of instructional materials, to take students to industries for training, maintain facilities, provide steady power supply and the staff for entrepreneurship education. The authors, further indicated that poor funding of entrepreneurship education has negative effect on the implementation of entrepreneurship education curricula. This fact was attested to by National Universities Commission (NUC), National Board for Technical Education (NBTE) and other supervisory agencies in Nigeria. With funds, there will be purchase of needed materials for teaching and learning of entrepreneurship education, secondary employment and maintenance of staff/teachers or facilitators will be difficult (Nwoye, 2018). Funds are necessary in any administration, it aids in providing all the necessary materials needed in a school system. According to Nwoye (2018), schools cannot perform optimally without funding in its entire administrative ramification. Ajibola (2018), stated that no organization functions effectively without funds. The issue of poor funding of schools manifested has in problems such as of, scarcity of library books, journals, dilapidated building and archaic equipment. Izuagba (2010) observed that education industry is usually the first and easiest victim of budget-cuts during reforms. Also Ayodele (2016), identified inadequate capital to be one of the principal factors hindering entrepreneurship education in the country. Hence the researcher intend to investigate the extent to which resources are available for the teaching of entrepreneurship education in public



secondary schools in Anambra State. This research work therefore, focuses on the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State.

Research Question

What is the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State?

Hypothesis

Ho: There is no significant difference between the mean scores of male and female teachers on the extent to which fund is available for the teaching of entrepreneurship education in public secondary schools in Anambra State.

Methodology

Research Design

Descriptive survey research design was adopted for this study. This study was carried out in Anambra State. A population of 1,733 teachers constituted the number of teachers in the six education zones in public secondary schools in Anambra State. The target population consisted of the 1,733 teachers in 257 public secondary schools in the state as at the time of this study. The population of male and female teachers was 686 and 1,047 respectively. The sample of the study was 347 teachers (137 male and 210 female teachers), drawn out of 1,733 teachers from 257 public secondary schools in Anambra state. The sample size was drawn using stratified, proportionate random sampling techniques. For each of strata, twenty percent (20%) of the teachers from

each of six educational zone in the state was randomly sampled. The instrument that was used for data collection for the study was questionnaire. To ascertain the validity of the instrument, the initial draft was given to three experts. The instrument was trial tested on 60 female teachers and 30 male teachers in public secondary schools in Imo state. The choice of Imo state indicated by the fact that it has similar educational structure with Anambra state. Imo state was carved out of old east central state of Nigeria. To ascertain the internal consistency of the instrument, the researcher made use of Cronbach alphas statistic to compute the internal consistency. The computation yielded, 0.70. The completed copies of the instrument were retrieved after a week interval from the respondents. A total of 347 copies of the questionnaire were distributed. 124 copies of male teachers and 199 copies of female teachers respectively, questionnaire were retrieved, giving a total of 323 copies of questionnaire. The return rate was 93 percent. The data were analyzed using mean and standard deviations for research questions. The null hypotheses were tested using t-test at 0.05 level of significance. In taking decision on the research questions, mean item scores that falls below 2.50 was taken as disagreement and any mean scores of 2.50 or above was taken to indicate agreement and any mean scores of 2.50 or above was taken to indicate agreement. In taking decision on hypotheses, if t-calculated is equal or greater than t-critical at 0.05 level of significance and the appropriate degree of freedom, the null hypothesis was rejected, but if otherwise, it was not rejected.

Results

Research question: What is the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State?

Table 1: Mean response scores of male and female teachers on the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State

SN	Funds are available to:	Male = 124			Female = 199			Overall Total = 32		
		\bar{X}	STD	Dec.	\bar{X}	STD	Dec.	\bar{X}	STD	Dec.
13	Purchase instructional materials.	2.17	0.89	LE	2.24	1.03	LE	2.21	0.98	LE
14	Take students to industries for training.	2.29	0.95	LE	2.26	1.09	LE	2.27	1.04	LE
15	Maintain facilities.	2.20	0.94	LE	2.26	1.07	LE	2.24	1.02	LE
16	Manage the staff.	2.39	0.99	LE	2.27	1.10	LE	2.32	1.06	LE
17	Provide steady power supply.	2.14	0.96	LE	2.27	1.09	LE	2.22	1.04	LE
18	Implement entrepreneurship education curricula.	2.27	0.96	LE	2.29	1.08	LE	2.28	1.03	LE
19	Recruit experts for the teaching of entrepreneurship education.	2.39	0.99	LE	2.25	1.08	LE	2.30	1.05	LE
20	conduct seminars/workshops for the entrepreneurship education teachers.	2.42	0.99	LE	2.19	1.06	LE	2.28	1.03	LE
21	care for the welfare of human resources.	2.31	0.99	LE	2.26	1.05	LE	2.28	1.03	LE
22	recruitment of entrepreneurship education teachers.	2.29	0.90	LE	2.36	1.08	LE	2.33	1.01	LE
23	carryout staff development.	2.31	0.99	LE	2.32	1.08	LE	2.31	1.04	LE
24	maintain entrepreneurship equipment.	2.31	0.99	LE	2.30	1.09	LE	2.30	1.05	LE
	Grand Mean	2.29	0.96	LE	2.27	1.07	LE	2.28	1.03	LE

In Table 1 above, the result answered research question two which investigated the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State. From the Table, it was shown that male teachers likewise their female counterparts disagreed to all the items with mean scores less than 2.50 cut off point set for the study. The overall grand mean score of 2.28 indicates that the extent of availability of funds for the teaching of entrepreneurship education in public secondary schools in Anambra State is to a low extent. The standard deviation score of 1.03 in Table 1 above, shows that the individual responses of the respondents are not homogenous. This means that individual mean scores of the respondents scatter around the mean.



HO: There is no significant difference between the mean scores of male and female teachers on the extent to which fund is available for the teaching of entrepreneurship education in public secondary schools in Anambra State.

Table 2: t-test analysis result of the mean scores of male and female teachers on the extent to which fund is available for the teaching of entrepreneurship education in public secondary schools in Anambra State

Group	n	Mean	SD	t-cal	df	Sig	Decision
Male	124	2.29	0.44	0.39	321	0.697	NS
Female	199	2.27	0.42				

Table 2 shows that the t-calculated value of 0.39, is not significant at 0.697 level of significance, which is greater than 0.05 level of significance set for the study. Therefore, the null hypothesis is not rejected as stated. This means that there is no significant difference between the mean scores of male and female teachers on the extent to which fund is available for the teaching of entrepreneurship education in public secondary schools in Anambra State.

Summary

The availability of funds for teaching entrepreneurship education in public secondary schools in Anambra State is a crucial aspect that needs to be assessed. It is evident that entrepreneurship education has become a key component of the educational system, and its relevance cannot be overstated. However, the success of this education largely depends on the availability of funds to support its implementation.

The assessment of the availability of funds for teaching entrepreneurship education in Anambra State highlights a number of key factors. Firstly, it considers the current sources of funding for this education and their adequacy. This includes government allocations, grants, donations, and any other means of funding. The assessment also takes into account the utilization of these funds and how they are distributed among public secondary schools in the state.

Additionally, the assessment delves into the factors that may hinder the availability of funds for teaching entrepreneurship education. These may include bureaucratic processes, mismanagement of funds, and lack of accountability. The paper thoroughly analyzes the impact of these factors and provides possible solutions to address any challenges in accessing funds for this crucial education.

Furthermore, the assessment of the availability of funds for teaching entrepreneurship education in Anambra State considers the current state of entrepreneurship education in public secondary schools. This includes the existing curriculum, the qualification of teachers, and the overall effectiveness of the education. By analyzing these factors, the tool provides insights on how the availability of funds can be better utilized to improve the quality of entrepreneurship education in the state. This paper presents a clear assessment of the availability of funds



for teaching entrepreneurship education in public secondary schools in Anambra State. By addressing key factors and providing insights, it offers valuable information for policymakers, educators, and stakeholders to improve the availability and utilization of funds for this essential education.

Implement entrepreneurship education curricula.

Recommendations

Based on the findings of the study the following were recommended;

- Government should map out funds the school to conduct seminars/workshops for the entrepreneurship education teachers, buy the equipment needed for the effective teaching and learning of entrepreneurship education in Anambra State.
- School managers should work with School Board Management Committee to check existing curriculum, the qualification of teachers and employ teachers, instructors or tutors and maintain entrepreneurship equipment, to ensure effectiveness and efficiency of teaching entrepreneurship education in their schools.

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