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EVALUATION OF ENTREPRENUERIAL SUBJECTS IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE FOR ACHIEVING SUSTAINABLE DEVELOPMENT GOALS.

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ABSTRACT

The study which assessed entrepreneurial subjects in public secondary schools in Anambra State for sustainable development goals was guided by two research questions. The study adopted descriptive survey research design. The Population was made up of all the 4,370 teachers in the 264 public secondary schools in Anambra state. Cluster random sampling technique was used to draw 875 teachers which made up the sample. A 44 item questionnaire titled "Entrepreneurial Subjects for Sustainable Development Questionnaire" (ESSDQ) was used to obtain information from the respondents. The validity of the instrument was ensured while internal consistency of the questionnaire was determined using Cronbach's Alpha method and this yielded a reliability coefficient of 0.81 which was adjudged reliable. The data collected from the field were analysed using frequency counts and simple percentages. The findings revealed that not all the entrepreneurial subjects are offered in the public secondary schools in Anambra State and there is gross inadequate provision of entrepreneurial school facilities to effectively teach these subjects. Based on the findings, it is recommended among others that the relevant authorities should expedite action in providing essential entrepreneurial school facilities that could be used to produce self-reliant individuals and employers of labour which begets high productive for achieving sustainable development.

Keywords: Entrepreneurial, Subjects, Secondary school, Sustainable Development, Goals.

Introduction

The alarming rate of increase in joblessness in the country gave rise to the revamping of the educational curriculum to include entrepreneurial subjects at both junior and senior secondary schools. This massive unemployment has led to amplification of all forms of criminality namely; armed robbery, kidnapping, ritual killings, banditry, insurgency, assassination, cybercrime and a host of others. It is premised on this that the need to titivate and emphasize on the subjects bothering on entrepreneurship in Nigerian schools became inevitable so as to catch them young. There was an instance of creative subjects offering in schools previously like weaving, Craft, sewing, needle work, crochet work and so on which was termed 'Hand Work' and at a point in time was replaced by submission of toilet tissues and soaps and sometimes brooms. With the intensity of the unemployment that bedevilled the entire

nation, Anambra State not exception entrepreneurial subjects seems to be the solution for empowerment and job creation when given adequate attention and necessary resources put in place.

Based on the heels of this development, entrepreneurial subjects were not only introduced in senior secondary schools but became mandatory that each student must offer at least one entrepreneurial subject during external examinations like West African Examination Council (WAEC) and National Examination Council (NECO) this is to ensure that students themselves are job creators upon graduation. In all honesty, enticing subjects that could assist in job creation have been carefully and rigorously selected, teachers hastily brushed for the subjects but facilities are totally lacking just like it has ever been in other school areas over the years.

The core subjects are English language, General Mathematics, Civic Education and One entrepreneurial/trade subjects of the candidates' choice. The list of trade subject for o level WAEC are; Animal husbandry, auto body repairs, Auto mechanic, Auto electrical work, Automobile parts merchandising, Block laying, Bricklaying and concreting work, Bookkeeping, Carpentry and joinery, catering craft practice, Data processing, Dyeing and bleaching, Plumbing and pipe fitting, Printing craft practice, Radio, television, and electronics, Salesmanship, Stenography, Tourism, Upholstery, Welding and fabrication engineering craft practice, Marketing, Metalwork, Mining, Painting and decorating, Photography, Plumbing craft practice, Leather goods manufacturing and repairs, Insurance, Machine woodworking, GSM phone maintenance and repair, Garment making, Furniture making, Fisheries (Fatherprade, 2021) the entrepreneurial subjects are 34 in number.

In support of the above view point, Uwaifo & Uddin (2009) while discussing an assessment of the implementation on technology subjects posited that it was geared towards meeting the educational requirements of the beneficiaries. The duo expressed that it was meant to prepare and provide students with manual dexterity that will make them self-employed or possibly job creators instead of job seekers which has been the case. The authors also revealed that the programme is a failure owing to lack of human and material resources but largely due to poor implementation.

In the same vein, Ojo & Osoba (2018) studied relevance and perceived usefulness of trade subjects among senior secondary schools' graduates in Nigeria and observed that some of the trade subjects were not relevant in gaining admission to tertiary institution. The authors discovered that this innovation (inclusion of entrepreneurial subjects) in education is a flop due to lack of competent personnel. These subjects require expert knowledge and experience in the field so as to deliver to the students the required skills and competence that promotes achievement of development goals. When the entrepreneurial subjects are taught by incompetent teachers with acute shortage of teaching facilities, the result will certainly be naught.

Following the above proclamations, it could be deduced that addition of the entrepreneurial subjects in the school curriculum comprised the right step in the right direction all things being equal. It is the only possible way to fight intensive unemployment in the country. It is therefore very compulsory that functional and quality educational resources be made available during the implementation process. Entrepreneurial subjects are practical oriented so as to enable the teacher adequately impact the required skills and knowledge to the recipients. There is absolute need for well-equipped workshops for all the entrepreneurial subjects with competent teacher in the required area to foster the achievement of developmental goals not only in Anambra State but in Nigeria as a whole.

Upholding the same view point, Belyh (2019) espoused that in recent times, entrepreneur signals economic world as it is one of the major indicator of economic development world over. It is designed to create enormous saleable employment opportunities in productiveness, supplying jobs to the jobless which eventually translates to boost in per capital income, income creator, improves standard of living, etc. Sequel to this, Belyh posited that creativity is simply the aptitude of resourcefulness which could catapult someone to delve into the unknown and explore nature. Entrepreneurship breeds vocations and inventiveness, which requires human capital. This provides exciting job opportunities for young adults hence entrepreneurship has mammoth prospective saleable jobs.

Entrepreneurial spirit is key to national growth and development in any nation. This is imperative because entrepreneurship is the act that exploits the hidden talent, potentials and capabilities in the individual. In other words it leads to creativity which is somewhat inexhaustible. All it requires is continuous engagement and the hidden knowledge, skills and ideas will continue to unfold. This is the reason Boitnott (2019) described creativity as one of the important qualities of a efficacious entrepreneur, it stimulates invention, institutes fresh perceptions and answers to longstanding snags, and bequeaths business tycoons to craftsmanship and widen their horizons for more enticing and profiteering business ventures . Boitnott also affirmed that creativity is an unending natural phenomenon which does not finish and even accelerates when put to use.

Based on the above elucidations, Abusomwan, Shobowale&Adebaya (2020) posited that entrepreneur involves starting up a new business or boosting an existing Entrepreneurship according to Okwudibia (2010) is the process of using an acquired knowledge and skills to open up a business, engaging in business activities irrespective of the risk involved with the intention of making maximum profits. Still on the same pavement, Agu, Ugwu & Ejesi (2021) espoused that entrepreneur promotes social, political and economic growth of any nation that focused on it. This is simply because it generates income through occupational opportunities for the youths.

To give credence to the above declarations, Milohnic & Madzar (2017)

citing Venkataraman, (2000:218) stated that entrepreneurial is all about productivities that encompasses the unearthing of prospect and openings to present something different which could be new merchandises and services, entirely new ways of processing and producing goods and even different raw materials). Similarly, Singh (2014) lucidly defined creativity as the propensity to engender or identify concepts, substitutes or options that may be expedient in tackling difficult situations. It is the capacity to bring forth new knowledge and skills of recognizing problematic areas and spawning ways of confronting such for the benefit of man.

Apparently, when entrepreneurial subjects were enshrined in the educational policy there was that heave of relief by the stake holders that the beneficiaries would not only be self-employed but also employers of labour. Unfortunately, the reverse is still the case even after many years of its implementation, the rate of unemployment is still unwavering which is evidence that there is something obstructing these noble objectives leading to waste of time, energy, money and resources in carrying out a useless venture.

Sustainable development is judicious use of the nations' resources for the improvement of the living standard of the populace which by all means must not ruin the natural resources that the younger generation requires for everlasting growth. International Institute for Sustainable development (IISD, 2013) defined sustainable development as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It involves support for the sustainable management of our natural resources, engage the youth on insightful behaviour that leads to sustainable development like awareness/sensitization, promote fair and sustainable economies, tackle the sources of climate change and acclimatise to its influence, teamwork is also very vital in sustainable development. In consonance with the above insinuation, Alasdair, (2020) accentuated that under sustainable development goal target 4.a, it advocates for provision and adequate maintenance practices of educational facilities for fostering enabling teaching/environment.

Covid-19 Era

Covid-19 era is the period during which corona virus besieged many nations of the world and has continued to return in waves. This period led to the renewed hygienic processes to avert its spread since the ailment is highly transmissible in nature. The education enterprise which has been hitherto neglected stands to benefit from this covid-19 protocols which specified adequate supply of school facilities which included expansion of the existing school structure. This is also believed to foster the teaching/learning of entrepreneurial subjects to a reasonable level. Suffix it to state that many less developed countries of the world lacked the financial capacity to provide adequate school facilities to mitigate disease transmission during and after this pandemic era and threat of the new covid-19 variant (Alasdair, (2020)).

Over the years there has been series of educational reforms generated by the desire to fashion out the educational policy

that covers the needs and the philosophy of the society it is meant to serve. Stemming from this, entrepreneurial subjects which are intended to stimulate creativity in students thus generate self-reliant and job creation was not only introduced but was made a compulsory subject in the external examinations such as WAEC and NECO.

The above educational policy was a very creditable initiative if what is stated is actually implemented to the latter. It is unfortunate that the offering of the above listed subjects in Anambra State secondary schools seems to be unrewarding. This is made manifest in the rate of unemployed youths who were meant to be job creators upon graduation which has also escalated the rate of insecurity rampaging the entire state. This puts one is perplexity as to what is derailing this noble educational policy that stand to inspire and propel sustainable goal development in not only Anambra State but in the nation Nigeria hence the study.

The objective of the study is to assess entrepreneurial subjects in public secondary schools in Anambra State for sustainable development .To be precise, the study is meant to;

1. Fathom the entrepreneurial/trade subjects offered in public secondary schools in Anambra State.
2. Investigate the physical resources provisions for its implementation for sustainable development.

Research Questions

1. What are the entrepreneurial/trade subjects offered in public secondary schools in Anambra State for achievement of sustainable development goals?
2. What are the physical resources provisions for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development?

Research Method

The study adopted descriptive survey research design. The Population was made up of all the 4,370 teachers in the 264 public secondary schools in Anambra state. Cluster random sampling technique was used to draw 875 teachers which made up the sample. A 44 item questionnaire titled "Entrepreneurial Subjects for Sustainable Development Questionnaire" (ESSDQ) was used to obtain information from the respondents. The validity of the instrument was ensured while internal consistency of the questionnaire was determined using Cronbach's Alpha method and this yielded a reliability coefficient of 0.81 which was adjudged reliable. The data collected from the field were analysed using frequency counts and simple percentages. The respondents are to choose between Yes or No options. The bench mark of 50% was used for acceptance of any of the option while below 50% implies rejection of same. Administration of the instrument was done by the researchers and three trained research assistants. Not-withstanding that fill-on-the spot technique was adopted in the distribution of the instrument, out of 875 copies of questionnaire administered, 864 were retrieved and used for the analysis.

Presentation of Results

What are the entrepreneurial/trade subjects offered in public secondary schools in Anambra State for achievement of sustainable development goals?

Table 1: The frequency counts and percentage scores of the teachers on the entrepreneurial subjects offered in public secondary schools in Anambra State for achievement of sustainable development goals.

S/N	Item Do you offer the following entrepreneurial subjects in your school?	Freq. Yes	%	Freq. No	%
1.	Auto body repair and spray painting	104	18	479	82
2.	Auto electrical work	134	23	450	77
3.	Auto mechanical work	4	1	580	99
4.	Auto part merchandising	0	0	584	100
5.	Air conditioning & refrigerator	0	0	584	100
6.	Welding and fabricating engineering craft practice	0	0	584	100
7.	Electrical Installation and maintenance work	4	1	580	99
8.	Radio, television and electrical work	0	0	584	100
9.	Block-laying, brick laying and concrete work	0	0	584	100
10.	Painting decoration	0	0	584	100
11.	Plumbing and pipe-fitting	0	0	584	100
12.	Machine woodworking	0	0	584	100
13.	Carpentry and joinery	0	0	584	100
14.	Furniture making	0	0	584	100
15	Upholstery	0	0	584	100
16.	Catering craft practice	344	59	240	41
17.	Garment making	84	14	500	86
18.	Textile trade	55	10	529	90
19.	Dying and bleaching	354		230	39
20.	Printing craft practice	16	3	568	97
21.	Cosmetology	10	43	574	57
22.	Leather goods manufacturing and repair	0	0	584	100
23.	Stenography	0	0	584	100
24	Data processing	428	74	156	26
25	Store keeping	97	17	487	83
26	Book keeping	164	29	420	71
27	GSM maintenance	0	0	584	100
28	Photography	0	0	584	100
29	Tourism	0	0	584	100
30	Mining	0	0	584	100
31	Animal husbandly	336	58	248	42
32	Fisheries	399	69	185	31
33	Marketing	498	85	86	15
34.	Salesmanship	1	0.2	583	99.8

	Aggregate	14.8	85.2

Table 1 shows the response of the participants on the entrepreneurial subjects offered in public secondary schools in Anambra State for achievement of sustainable development; six items with serial numbers 16, 24, 31, 32, 33 have with percentage scores 59%, 74%, 58%, 69% and 85% which are above 50% benchmark indication that catering and craft practice, data processing, animal husbandly, fisheries and marketing are the entrepreneurial subjects offered in the public secondary schools in Anambra State. While items with serial numbers 1-15, 17-23, 25-30 and 34 numbering thirty-one (31) opted for NO with the percentage scores all above 50% which implies the subjects with the listed serial numbers are not offered in the public secondary schools in Anambra State. The aggregate score stood at 14.8% for yes they are offered and 85.2% showing that they are not offered in public secondary schools in Anambra State.

What are the physical resources provisions for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development?

Table 2: The percentage scores of the teachers on the availability of the physical resources provision for teaching entrepreneurial subjects in public secondary schools in Anambra State.

S/N	Item Are the following physical resources for teaching entrepreneurial subjects available in your school?	Available	Not available	Remark
35	Space/accommodation specifically for the subject (laboratory or workshop)	40%	60%	Not available
36	Fish pond for fishery	15%	85%	Not available
37	An expert in the entrepreneurial subject	45%	55%	Not available
38	Adequate teaching aids for practical	25%	75%	Not available
39	Adequate tools for mechanical work	15%	85%	Not available
40	Goat pen, piggery, poultry for studies	30%	70%	Not available
41	Building site for plumbing and pipe-fitting	0%	100%	Not available
42	Cement, sand and gravel for block laying etc.	0%	100%	Not available
43	Facilities for upholstery	0%	100%	Not available
44	Adequate and functional P.Cs for data processing	0%	100%	Not available
	Aggregate Aggregate percentage score	17%	83%	Not available

Table 2 shows that there is non-availability of physical resources provisions for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development. This is evinced from all the items with serial numbers 35-44 with percentage scores of 40, 15, 45, 25, 15, 30, 0, 0, 0 and 0 all of which are below 50% bench mark. On the other hand, items with serial number 35-40 had the percentage scores of 60, 85, 55, 75, 85, 70, 100, 100, 100, 100 all of which are above 50% benchmark thus maintained that physical resources provisions for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development is severely not available. The aggregate mean stood at 17% for available and 83% for not available which is an indication of absence of school physical facilities provision in the State under investigation.

Discussion

Based on the study, it was discovered that out of 34 entrepreneurial subjects offered in the public secondary schools in Anambra State, only six are offered by the students with the aggregate percentage score of 14.8% offering the trade subject as against 85.2% not offering the trade subject. Meanwhile the varieties in the recommendation of these trade subjects is to ensure that the interest, talent and the capabilities of all the students are captured to aid comprehension and mastery of knowledge and skills being transmitted for achievement of sustainable development goals. Moreover, these entrepreneurship subjects were introduced in the secondary education to exploit the creativity in the recipients through instilling in them the skills, manual dexterity, aptitudes and values that stand to fortify them to come up with sellable employment opportunities through self-reliance and job creator. In consonance with the above finding, Milohnic & Madzar (2017) citing Ventakarama (2000): Singh (2014) and Belyh (2019) emphasized that entrepreneurship stimulates productivity through job creation which creativity generates. In the absence of effective teaching and availing the students the various aspects of entrepreneurial subjects as specified by NERDC, the aim and objectives remain futile thus breeding insecurity in the land.

The second finding is that there is acute shortage of the physical resources provision for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development. Provision of facilities for these practical trade subjects is one of the principal elements in determining the achievement of that educational initiative. Even with highly professional teachers, no meaningful teaching/learning is made when there is deficiency in the supply of learning resources. This explains why Uwaifo & Uddin (2009) cogently put that poor provision of the school resources strangulates genuine educational policy at the implementation stage. In the same vein, Adenola (2010) rightly put that insufficient provision of educational resources and unqualified personnel among others gave rise to the death of the implementation of Education in Nigeria. The aims and aspirations have been driven

to obliviousness. The resultant effect is massive unemployment which nurtures criminality and heightened insecurity.

Conclusion

Based on the result analysis and the findings of this study, it is concluded that students only offer 6 (14.8%) out of 34 (85.2%) entrepreneurial/trade subjects in public secondary schools in Anambra State, Nigeria. It also recorded that there is non-availability of physical resources provisions for the teaching of entrepreneurial subjects in public secondary schools in Anambra State for achievement of sustainable development.

Recommendation

Based on the findings and conclusion, the under stated recommendations were made:

1. The government should through her educational agencies ensure that the public secondary schools should be mandated to offer at least half of the 34 entrepreneurial subjects if not all. This is to avail the students the opportunity of selecting the one they are most talented, interested and capable of learning for sellable jobs, dwindled insecurity and sustainable goal development.
2. The appropriate government agency should accelerate action and provide adequate relevant school physical facilities both in quality and quantity for these special and practical trade subjects for job creation, self-reliance, and attainment of sustainable development goals.

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