

**EVALUATION OF THE PERCEPTION OF TEACHERS ON ENTREPRENEURSHIP
EDUCATION IN PUBLIC SECONDARY SCHOOLS IN AWKA SOUTH LOCAL
GOVERNMENT AREA**

ABSTRACT

The teachers perception and evaluation of entrepreneurship education in public secondary schools awka south local government area of Anambra state; the types of entrepreneurial skill students should acquire to empower them for job creation and the constraints to effective teaching of entrepreneurial courses in public secondary schools. A survey design was adopted and simple random sampling technique was used to select 120 teachers from a population of 641 teachers from 19 secondary schools in Awka south. The instrument for data collection was a 4-point Likert scale developed by the researchers and titled Evaluation of the perception of teachers on entrepreneurship education questionnaire (EPTEEQ). The research question was validated by two experts from the department of Educational Foundations. The reliability coefficient of the instrument was 0.72, using Cronbach alpha method. The data collected were analyzed using descriptive statistics. The result of the study showed that lecturers were positive in their perception of entrepreneurship education in public secondary schools. Teachers rated human resource development as the most important skill students should acquire in their preparation for entrepreneurship, followed by availability of material resources both books and good learning environment. The findings revealed that secondary school teachers' perceptions about the challenges and solutions to entrepreneurship education include: Poor funding by government and Non-governmental organizations, Poor or ineffective planning, supervision information and evaluation of the programme across the board, Inadequate teaching materials, equipment and infrastructural facilities. It was recommended among others that the government should strategize how public universities can become an entrepreneurial development hub, rather than create more universities that would increase overhead and bring little or no solution, and for the government to concentrate on the results of education, rather than the counts of the educated. It was found that entrepreneurship education is necessary to sustain the economy of the nation and reduce unemployment and teachers in particular should be giving adequate entrepreneurship training to facilitate teaching in schools.

Introduction

The rate of youth unemployment is increasing daily, especially in the developing countries. Attempts at solving this problem of unemployment among the youth led to the introduction of entrepreneurship/trade subjects at secondary schools in Nigeria (Eze, 2018). In order to achieve the aims and objectives of Marketing Trade subject at secondary schools, both human and non-human instructional resource need to be adequately available.

It was also found that most of the students were unable to acquire the requisite skills for job creation, poverty eradication and sustainability at graduation. Eze (2018) found in the research conducted on entrepreneurship skills acquired by students in trade subjects in Eastern Nigeria, that students had been exposed to a various skills and knowledge but had limited evidence of self-employment readiness. However, Murniati, Tentama and Santosa (2020) found the positive influence of JOVES Volume 3, Number 2, November 2020 4 vocational education on junior high school students' entrepreneurial intention and ability to sell the grown crops in the market of the immediate community.

Students' respondents emphasized the need for further training and more effective pedagogies for them to be fully ready for self-employment as marketers and entrepreneurs. Eze (2018) also had similar findings that skills acquired did not influence students' readiness for selfemployment. On the contrary, the findings of Murniati, Tentama and Santosa (2020) found the positive influence of vocational education on junior high school students' entrepreneurial intention and ability to sell the grown crops in the market of the immediate community.

Trade subjects were introduced to the senior secondary schools in Nigeria to meet the key targets of the National Economic Empowerment and Development Strategy (NEEDS). This initiative is for entrepreneurship empowerment of youths for employment generation, poverty eradication, and wealth creation in the society (Eze, 2018). The attainment of Nigeria's economic goals becomes a reality when appropriate entrepreneurship empowerment of pre-tertiary institutions students is ascertained (Iroegbu, 2017)

Olokundun, Falola, Stephen and Inelo (2014) found out in their empirical study conducted on entrepreneurship program in secondary schools in Anambra state, Nigeria, that the programme was appropriate in content but lacked experiential instructional approaches that focus on practical skills and enterprise establishment. Eze (2018) found out in the research conducted on entrepreneurship skills acquired by students in trade subjects in Eastern, Nigeria that students

had been exposed to a various skills and knowledge but had limited evidence of entrepreneurship empowerment. ...

Trade subjects otherwise known as entrepreneurial subjects or enterpreneurial education were introduced into the new Senior Secondary School curriculum in Nigeria which was launched by the Federal Ministry of Education on March 14, 2011. These includes thirty four (34) subjects by National Examinations Council and thirty-nine (34) subjects by West African Examinations Council meant to cater for the nation's drive towards technological advancement and self-reliance making the total subjects to seventy-seven (77) respective examinations by West African Examination Council and National Examinations Council. According to waec online.org chief examiner report Each school is free to adopt one or some of the entrepreneurship subjects above for the students and a student must choose one entrepreneurship subject in Senior Secondary 1 (SSI) and offer such till Senior Secondary 3 (SS3). The philosophy behind it is that every senior secondary graduate should have been well prepared for higher education as well as acquired relevant functional trade/entrepreneurship skills needed for poverty eradication, job creation and wealth generation. This however calls for re-considerations taking cognizance of enabling environment and the attending factors

Entrepreneurship education is now a core subject in Nigerian secondary schools, with the principal purpose of ensuring that each student has an opportunity to become an entrepreneur and each student is an architect of his or her fortunes or destiny. According to Nwosu and Ohia (2009), entrepreneurship education is that component of education which prepares an individual and establishes in the person the attitude to incur the risk of going into something new by employing the information and skills obtained in school. This implies that entrepreneurship education helps give students the information, skills, and desire to foster entrepreneurship in a range of situations. It creates the attitude and aptitude in a person to seek out investment possibilities in society and be able to start and operate an enterprise successfully based on recognizable opportunities (Fashusa, 2016).

Additionally, entrepreneurial education is in reality the core purpose of education. It is the development of expertise, skills, and attitude that allows the learners to perceive life difficulties in whatever shape they may take and to recognize new trends and chances for confronting those challenges in all facets of human existence. It is undoubtedly a significant resource for whole-life education. Entrepreneurship education, according to Akinseinde (2001),

Comment [EF1]: Is there a reference for this statement?

“is the act of providing people with the capacity to identify business opportunities and the insight, self-esteem, knowledge, and skills to act on them. It entails the turning of an idea into reality. This means that the initiative drive and aptitude to become an entrepreneur are latent in all persons but need reactivation.

What separates entrepreneurial education from other kinds of education is its focus on the achievement of opportunities. These opportunities may be exploited by establishing an enterprise, presenting new goods or ideas, or through doing things in a different manner with the intention of accomplishing goals. It's in this sense that the European Commission (2017) portrays entrepreneurship as an individual's capacity to convert ideas into action.

In entrepreneurial education, the teaching approaches are aimed towards entrepreneurship, student engagement, focus on social interaction, and student orientation. New pedagogical techniques, problem-oriented learning, experiences, and varied co-operations with business life are vital in entrepreneurial education. Connecting entrepreneurship education with the real operations of a company boosts the subject's motivation. The key objective of entrepreneurship education is to advise students so that they may attain this opportunity technique. Success in this frequently leads to the formation of new firms or many new potential employers.

Since teachers have great influence on students' attitudes towards the subjects they offer, this study aims to investigate teacher's perception on the introduction of entrepreneurship education and explore their attitudes towards teaching entrepreneurship in secondary schools. It seeks to understand how prepared teachers are to teach entrepreneurship, what challenges they face in doing so, and what support they need to effectively incorporate entrepreneurship education into their teaching. The study can help inform policymakers and educators on how best to implement entrepreneurship education in secondary schools.

Statement of the Problem

Due to unemployment rate in the country, federal government introduced this trade subject (entrepreneurship education) in secondary school to create awareness about the unemployment situation among the youth in the country. Unemployment leads to downsizing of the economy which is bad for the country. In Nigeria, about 53.40 percent of youths are unemployed, according to youth unemployment rates released by the National Bureau of

Statistics in 2022. Unemployment in Nigeria have been a big issue and this have led to increase in crime rate across the country. Food, clothing and shelter are the basic essentials of life and due to the lack of these things people most especially the youth fall into the life of crime. This work will help tackle unemployment issue and also help the government do better by solving or tackling the problems and challenges facing entrepreneurship education some of which are poor funding, inadequate teaching personal and materials among others. When the government look more deeply into entrepreneurship education the crime rate and incessant galavanting by the youth will be reduced drastically.

Purpose of study

The main purpose of study is to investigate teachers Perception on entrepreneurship education as a effective tool for teaching and learning in public Secondary schools in Awka South local Government Area

Specifically, the study sought to examine:

1. effectiveness of entrepreneurship subjects to impact skill acquisition to students in secondary schools in Awka South Local Government Area
2. factors affecting the effective teaching of entrepreneurship subjects in secondary schools in Awka South Local Government Area
3. criteria's for choosing the entrepreneurship subjects taught in secondary schools in Awka South Local Government Area

Scope of the Study

This study is limited to Public Secondary Schools in Awka South local Government Area in Anambra Stat. Awka South Local Government Area is made up of nine towns, namely, Amawbia, Awka, Ezinato, Isiagu, Mbaukwu, Nibo, Nise, Okpuno and Umuawulu. There are three major streets that span this area, which are the Zik Avenue, Works Road and Arthur Eze Avenue. They were well known for blacksmithing but now among the respected Igbo people of Nigeria for their technical and business skills. There are 18 Public Schools in Awka South Local Government Area. This study is strictly limited to those schools

Research Questions

The main focus of this research is to provide a valuable response to the questions below.

1. How effective is the teaching of entrepreneurship subject in skill acquisition to secondary school students?
2. What are the factors that affect effective teaching of entrepreneurship subjects?

What are the criteria's considered in choosing entrepreneurship subjects taught in secondary schools?

Comment [EF2]: Is this research question 3?

Methodology

Design

This study adopted descriptive research design. The descriptive survey research design is very much essential for this study because the study sought the opinion of teachers on entrepreneurship education as a tool of transformation for teaching and learning in Public Secondary Schools in Awka South Local Government Area of Anambra State and evaluation of prevailing situations at a point in time. Thus, in this study, the researcher collected data from teachers in public secondary schools in Awka South Local Government Area, Anambra state.

Comment [EF3]: This subject area is a very interesting and recently researched area, so a robust literature review and theoretical background would improve the paper vastly.

Area of the Study

This study was carried out in Awka South educational zone in Anambra State. The Local Government Area is situated in the capital territory of Anambra State. Awka south consists of 19 public Secondary schools. Awka South is located at the central part of Awka, in Anambra State which is situated in the Southeast geographical zone of Nigeria. Awka South consist of nine towns which include Amawbia, Mbaukwu, Umuawulu, Isiagu, Awka, Okpuno, Nise, Nibo and Ezinato. The headquarters is located in Amawbia. The population of Awka South is estimated to be 106,142 inhabitants with vast majority of this number being members of the Igbo ethnic group. It has five major streets which span from Ziks Avenue, Works Road and Arthur Eze.

In the past, the people of Awka South L.G.A were well known for blacksmithing. Today they are respected among the Igbo people of Nigeria for their technical and business skills.

The 19 public Secondary schools in Awka south LGA consists: Community Secondary school Awka, Community Secondary school isuaniocha, Community Secondary school Nibo, Community Secondary school Okpuno, Girls secondary school awka, Government Technical

college awka, Igwebuikwe grammar school awka, Kenneth Dike Memorial Secondary school Awka, Nawfia Community secondary school awka, Nneoma Regina caeli secondary school awka, Obibiahu memorial comprehensive secondary school awka, Oraifite boys secondary school, oraifite, Unity boys secondary school awka, Unity girls secondary school awka, Uruokwe community Secondary school, Nise, Women secondary school Awka, Capital city secondary school Awka, Community secondary school Amawbia, Holy cross high school Mbaukwu

Population of the Study

The population used for the study consists of 641 teachers of the 19 secondary schools in Awka South Local Government Area, Anambra state (post primary schools service commission 2018).

Comment [EF4]: The author should state why only 120 teachers sample size were selected out of the 641-population size of the study.

Sample Size and Sampling Techniques

The sample of the study consisted of 120 teachers selected from the 19 secondary schools that are in Awka South Local Government. Two schools were randomly selected from each of the towns that make up Awka South except for Awka, where three schools were selected to make total of 19 schools. Member of the population has an equal chance of being selected. The required characteristics of interest to the researchers were that selected teachers must be teaching subjects related to entrepreneurship.

Comment [EF5]: Clearly restructure this section for a more understandable reading experience.

Instrument for Data Collection

The instrument for data collection is a self-developed instrument titled "Evaluation of the perception of teachers on entrepreneurship education (EPTEEQ)". The questionnaire has two sections: section A and section B. Section A contains instructions on how to answer section B while section B contained the main items of the questionnaire. It's made up of fifteen items that were drafted with a design to generate information that could be used to answer the three research questions asked. The questionnaire was structured using the four-point scale with options of Strongly Agree-SA, Agree- A, Disagree- D, and Strongly Disagree-SD.

There are 3 clusters and 15 items in the questionnaire. The first cluster with 5 items is to check how effective is the teaching of entrepreneurship subject on skill acquisition to Secondary Schools students in Awka South. The second cluster with 5 items is to find out the factors that

affect the effective teaching of entrepreneurship subjects in secondary schools in Awka South, and the third cluster with 5 items is to find out the criteria considered in choosing entrepreneurship subject taught in secondary school in Awka south. The respondents were required to tick (good) in each column which corresponds to their preferred opinions or options.

Validation of the Instrument

The validation of an instrument refers to the degree to which an instrument accurately measures what it intends to measure. To determine the validity of the questionnaire which is the instrument used, copies were given to two experts from the department of Educational Foundations. The experts were given a copy of the questionnaire for clarity of statements. They also examined the appropriateness of all the items of the questionnaire. Their suggestions and corrections were used in modifying the instrument. The validated instrument was then used for data collection

Reliability of the Instrument

The researchers ascertained the reliability of the instrument by using the Cronbach alpha method. As the method demands, questionnaires were administered to 120 teachers from 7 schools and 8 selected from Okpuno to make it 19 Schools in total randomly selected in Awka, Awka South Local Government Area, separately at intervals of two weeks

Method of Data Collection

The researcher personally administered copies of the questionnaire to the respondents with the permission of the principal and the respective teachers with the help of an assistant the researcher was able to cover the 19 Schools. In all the schools that were sampled, a total of 120 copies of the questionnaire was distributed and collected back.

Method of Data Analysis

The major source of analyzing the data shall be statistical method for easy approach; a tabular representation of the data shall be presented. Nevertheless, in-depth theoretical analysis will also be employed in exceptional situations. The data were analyzed using weighted mean. Based on the four point rating scale of the questionnaire, a mean of 3.21 was adopted as cut-off point for the questionnaire. The decision rule is based on the real limit of numbers presented below:

Response	Scale	Real limit
1. Strongly Agree	4	3.50 - 4.49
2. Agree	3	2.50 – 3.49
3. Disagree	2	1.50 – 2.49
4. Strongly Disagree	1	1.00 - 1.49

RESULTS

Result Presentation

The results of the findings are presented below as follows:

Presentation and Analysis of Data

Table 1: Administration of Questionnaire

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Questionnaire filled and returned	95	79.2	79.2	79.2
Questionnaire not returned	25	20.8	20.8	100.0
Total	120	100.0	100.0	

Source: Field Survey, 2023.

Table 1 above shows that out of 120 copies of questionnaire structured and distributed to the secondary school teachers in Awka south local government area of Anambra state, 95 respondents representing 79.2% of the returned questionnaire while 25 (20.8%) copies of questionnaire were not returned.

Table 2: Mean ratings of the response on effective teaching of entrepreneurship subjects and skill acquisition in public secondary schools in Awka south.

Cluster A: Effective teaching of entrepreneurship subject and skill acquisition to Secondary School students

S/N	Item Description	Strongly agreed	Agree	Disagree	Strongly Disagree	Mean X	Remark
1	It empowers students for life after school.	67	20	6	2	3.87	Significant
2	It gives them a sense of fulfilment.	59	24	10	2	3.77	Significant
3	It instills confidence and stimulates the economy.	61	22	12	0	3.76	Significant
4	It makes students self-reliant.	56	25	8	6	3.48	Significant
5	It creates opportunity and ensures social justice	52	27	11	5	3.41	Significant

Table 2 above shows that items 1-5 have the mean scores of 3.87, 3.77, 3.76, 3.48 and 3.41 respectively. Table 2 shows the results of the cluster A: Effective teaching of entrepreneurship subjects and skill acquisition the results presented in table 2 indicate that respondents (teachers) agreed totally to all the statements that teaching of entrepreneurship subjects and skill acquisition is effective. The ranking of the statement as perceived by the respondents (teachers) revealed that entrepreneurship are taught effective in my school for students to become self-reliant after school. The agreement pattern of teachers to all the statement was very strong which attest to the importance and relevance of teaching entrepreneurship subject in school for students not to become unemployed after school and gain access to wide variety of vocational training for various skill acquisition

Table 3: Mean rating on Factors that affect effective teaching of entrepreneurship subjects in public secondary schools in Awka south.

Cluster B: Factors affecting the teaching of entrepreneurship subjects

S/N	Item Description	Strongly agreed	Agree	Disagree	Strongly Disagree	Mean X	Remark
6	Poor funding by government and non-governmental organizations.	86	8	1	0	3.68	Significant
7	Inadequate teaching materials, equipment and infrastructural facilities	90	5	0	0	3.88	Significant
8	Poor or effective planning, supervision, information and evaluation of the programme across the board.	93	2	0	0	3.97	Significant
9	Availability of trained personal for these subjects.	92	3	0	0	3.87	Significant
10	Inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative	83	8	4	0	4.37	Significant

Table 3 shows that item 6-10 have mean scores of 3.68, 3.88, 3.97, 3.87 and 4.37 respectively. It also points out that teachers perceived all the 5 factors affecting the teaching of entrepreneurship subjects identified by the researcher as significant. This implies that entrepreneurship is a developmental project that is relevant to the development of the country economic system. However, their responses to the statement of “Factors affecting the teaching of entrepreneurship subjects in public secondary schools” have a low level of acceptance and high level of disagreement.

Table 4: Mean rating on criteria considered in teaching entrepreneurship subjects in public secondary schools in Awka south.

Cluster C: Criteria considered in teaching entrepreneurship subjects

S/N	Item Description	Strongly agreed	Agree	Disagree	Strongly Disagree	Mean X	Remark
11	Human resource development and management.	60	20	12	3	3.63	Significant
12	Educational and business process management.	43	20	26	6	3.31	Significant
13	It should be student focused.	53	20	14	8	3.46	Significant
14	Leadership qualities and effective communication	8	30	47	10	2.47	Significant
15	Availability of material resources both books and good learning environment	26	18	12	39	2.37	Significant

Table 3 shows that item 11-15 have mean scores of 3.63, 3.31, 3.46, 2.47, and 2.37 respectively. Table 4 shows the result from the cluster c; criteria considered in teaching entrepreneurship subjects. The results presented in table 3 indicate that teachers identified all the statement as significant. The availability of " Human resource development and management " (3.63) as the most significant statement while the availability of material resources both books and good learning environment into the curriculum Mean score of (2.37) as the least statement. The agreement pattern of teachers to all the statement was very strong which attest to the importance and relevance of entrepreneurship education to the educational development of the state.

Comment [EF6]: I recommend some inferential statistical analysis for this research for check for relationships and causality.

Discussion

Effective teaching of entrepreneurship subjects and skill acquisition

Research question one accessed the effective teaching of entrepreneurship subjects and skill acquisition. The results presented indicate that respondents (teachers) agreed that teaching of entrepreneurship subjects and skill acquisition is effective. The ranking of the statement as perceived by the respondents (teachers) revealed that entrepreneurship are provided in their schools for students to learn entrepreneurial skills. The respondents agreed on the five questions which shows that they agree on the importance of effective teaching of entrepreneurship subjects and skill acquisition. This findings coincide with Gbenedio (2012), who stated that Nigeria cannot make much progress towards the broad attainment of vision 20:2020 unless the government strengthened her educational system. The success of our educational system especially secondary school's system depends upon a number of factors: the government, the society, students, the teachers', and the quality of teaching, devotion and effectiveness of the teachers. Business studies teachers' effectiveness could be measured on the ability of the teacher to utilize appropriate techniques to impart in the students' knowledge, skills and competencies capable of bringing desired positive learning outcome.

Factors affecting the teaching of entrepreneurship subjects

With regards to the second research question, which examined the factors affecting the teaching of entrepreneurship subjects. The respondents as much as they agreed on the importance of entrepreneurship subjects and the obvious availability of some of the resources, however, their responses to the statement of "Factors affecting the teaching of entrepreneurship subjects in public secondary schools has a low level of acceptance and high level of disagreement. This means that there are so many things affecting the the teaching of entrepreneurship subjects which includes insufficient human resources, lack of material resources, resistance of the integration of entrepreneurship subjects in the curriculum, differences among students from different socio-economic backgrounds and inadequate training for teachers. This coincide with Gana (2010), Aiueduso (2014) and Osuala (2010) findings which identified several problems and challenges confronting entrepreneurship education in Nigeria to which solution are being

proffered to be deficiencies in the curriculum content of education, integration of entrepreneurship subjects in Africa and third world schools, Inadequate qualified teachers and instructors as well as supporting staff at all level, poor or ineffective planning, supervision information and evaluation of the programme across the board, inadequate funding and overcrowded classroom

Criteria considered in teaching entrepreneurship subjects

The results presented indicate that teachers agreed to all statement. The ranking of human resource development and management as the most significant statement while the status of the availability of material resources both books and good learning environmen as the least statement. The agreement pattern of teachers to all the statement was very strong which attest to the importance and relevance of entrepreneurship subjects to the educational development of the state. This goes in tandem with Johnson et al (2016) where he suggested that secondary schools need to address this “new” competency through curriculum objectives and teacher training program It is an ongoing challenge for teachers and academics to recognize the foundation on which they are guiding students to self-reliant and extend entrapreneural skills, and for the society to anticipate what level of skill acquisition graduates are likely to possess.

Summary

One of the findings of this study reveals that university teachers are positive in their perception of entrepreneurship education to public secondary schools. This means that teacher's view entrepreneurship education as a program that will empower students through acquisition of appropriate entrepreneurial knowledge and skills to be self-employed, job creators, employer of labour as well as empower them to face the challenges of globalization, unemployment and poverty. This finding is in consonance with the work of Akpan (2015) who viewed entrepreneurship education as the gateway to job opportunities and job creation which will enhance self-reliance and self-employment among university graduates. The finding is also in agreement with the research finding of Etor et al. (2009) who found that students were positive in their perception of the relevance of entrepreneurial studies to their learning needs for entrepreneurship. The finding of this study also shows that male and female lecturers do not differ significantly in their mean ratings of the relevance of entrepreneurship education to students self-employment. This means that gender is not a major factor in determining teachers

sense of judgment. Male and female teachers are alike in many respects and if both of them learn the same thing or teach the same thing, they are likely to perceive learnt habits the same way

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

1. There should be a working partnership between industry and the universities. This could be encouraged if the government would give incentives such as tax returns or tax cuts for every organization that involves in the partnership.
2. Teachers should have field and industry experience in the fields which they profess to be experts, as theoretical experiences and ideology of the academia possibly reduces exposure to idealistic, rather than realistic perspectives.
3. Universities should be mandated by policy to pattern their entrepreneurship development and entrepreneurial education after the model that works out the creativity in the students and not just theoretical practices of entrepreneurial development.
4. The government should strategize how public universities can become an entrepreneurial development hub, rather than create more universities that would increase overhead and bring little or no solution, and for the government to concentrate on the results of education, rather than the counts of the educated.
5. Universities should base and aggregate their success on how many of their students are able to create businesses and stand, instead of how many can get jobs, because true education is judged on the ability to apply and transform knowledge, not just reproduction of the same knowledge.
6. Judging by the statistics of youth population in Nigeria, the government should focus development more on the youth age group than on primary education as regulated by the UN Education policies.

Conclusion

Based on the findings of this study and subsequent recommendations, it was concluded that education is the transmission of skills, knowledge, vocation and culture and this is usually done through teaching, learning, research and dissemination of the findings for ultimate utilization. Education is the key to national development. This is because it unlocks the economic potentials of the people; empowers and equips individuals in society to participate in, and benefit

from their national economy. It facilitates economic development and provides the basis for transformation. Education is the essential tool for sustainability.

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Comment [EF7]: More references should be added to the paper. If not, clearly statement why the references used for the study is few.

APPENDIX I
QUESTIONNAIRE
QUESTIONNAIRE ON A EVALUATION PERCEPTION OF TEACHERS ON
ENTREPRENEURSHIP EDUCATION QUESTIONNAIRE (EPTEEQ)

Section A: instruction

Listed below are statements on a critical evaluation of the perception of teachers on entrepreneurship education in Awka South LGA. You are required to tick [✓] against your opinion in the space using the following keys.

Strongly Agree - (SA)

Agree - (A)

Disagree - (D)

Strongly Disagree - (SD)

Qualification:

Years of experience:

Section B

Research question 1: How effective is the teaching of entrepreneurship subject in skill acquisition to secondary school students?

S/N	Effective teaching of entrepreneurship subjects and skill acquisition	SA	A	D	SD
1	It empowers students for life after school				
2	It gives them a sense of fulfilment				
3	it instills confidence and stimulates the economy				
4	It makes students self-reliant				
5	It creates opportunities and ensure social justice				

Research question 2: What are the factors that affect teaching of entrepreneurship subjects effectively?

S/N	Factors affecting the teaching of entrepreneurship subjects	SA	A	D	SD
6	Poor funding by government and Non-governmental organizations				
7	Inadequate teaching materials, equipment and infrastructural facilities				
8	Poor or ineffective planning, supervision information and evaluation of the programme across the board				
9	Availability of Trained Personnel for These Subjects				
10	Inadequate motivation for available teaching and non-teaching staff which affects staff efficiency, retention, creativity and initiative				

Research question 3: What are the criteria's considered in choosing entrepreneurship subjects taught in secondary schools?

S/N	Criteria considered in teaching entrepreneurship subjects	SA	A	D	SD
11	Human resource development and management				
12	Educational and business process management				
13	It should be student focused				
14	Leadership qualities and effective communication				
15	Availability of material resources both books and good learning environment				

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UNDER PEER REVIEW