

Availability of Facilities and Implementation of Inclusive Entrepreneurship Education Programme in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

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Abstract

This study investigated availability of facilities and implementation of inclusive entrepreneurial education programme in secondary schools in Calabar Education Zone of Cross River State, Nigeria. The study adopted descriptive survey design. Simple random sampling technique was used to sample 1,838 respondents made up of head teachers and students in the institutions. An instrument titled “Availability of Facilities and Implementation of Inclusive Entrepreneurship Education Programme Survey (AFIIEEPS)” was used for data collection. The instrument was face validated by two experts, one from Test and Measurement and another from Educational Management of the University of Calabar. Cronbach Alpha method was used to determine the reliability coefficient. The coefficient obtained was 0.91. Data collected were descriptively analyzed in order to answer the research questions. Findings revealed that entrepreneurial education facilities are inadequately available. It was also found that the extent of implementation of inclusive entrepreneurial education programme is low. It was concluded that the extent of the availability of facilities and implementation of inclusive entrepreneurship education programme is very low. Premised on these findings, it was recommended that school administrators should endeavour to procure adequate facilities for effective implementation of inclusive entrepreneurship education programme as well as to enhance students' entrepreneurial skill acquisition in public secondary schools in Calabar Education Zone of Cross River State.

Keywords: Availability, facilities, implementation, inclusive, entrepreneurship, education

Introduction

Entrepreneurship Education is being emphasized today at all levels of education as a panacea to the problem of unemployment the world over. Nigeria, like other African countries, is faced with the challenge of unemployment and its attendant social

problems. Therefore, entrepreneurship education is a precondition in the creation of an entrepreneurial society and culture of which the interest is required for the total economic growth of any country, especially developing ones like Nigeria. This is in line with the view of Takwate (2018) that entrepreneurship is the willingness and the ability of an individual, firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption.

Inclusive entrepreneurship education refers to a model of educational system wherein special needs students spend most or all of their time with non-special needs students in skill acquisition. Implementation of inclusive entrepreneurship education is the process by which educational administrators guarantee the smooth inclusion of children with special education needs and particularly with intellectual and developmental disabilities into the mainstream education. In fact it is a set of practices validated through rigorous research as supportive and unique that can enhance inclusive entrepreneurship education in the school system.

In secondary schools in Calabar Education Zone of Cross River State, the issue of adequate implementation of inclusive entrepreneurial education programme for skill acquisition among students has been a source of worry to stakeholders. There seems to be poor provision of instructional facilities/equipment for entrepreneurial studies, and unconducive classrooms in the school premises. There are no provisions for instructional resources for physically challenged students in order to promote inclusive education. Some school administrators are still grappling with the integration of ICT in entrepreneurial teaching and learning. On the contrary, Apagu and Bala (2015) pointed out that Entrepreneurship Education is a form of educational programme designed to help students acquire the spirit of entrepreneurship, helps students to develop the capacity to identify investment opportunities, establish and to run an enterprise successfully. What distinguishes entrepreneurship education from other forms of education is that it enables students to realize self-employment opportunities when they are effectively tutored by professional teachers with adequate instructional facilities such as buildings, workshops, repositories, classrooms, assembly halls, theatres. Others are teaching aids, chairs, tables, Information and Communication Technologies (ICTs). In this regard, Alimo, Ehinola and Alabi (2012) concluded that a school cannot exist without adequate provision of educational facilities.

The issue of effective implementation of inclusive entrepreneurial education programme in Nigeria has been a source of major concern to parents, students and teachers. It has been observed that some school administrators hardly organize conferences, seminars, workshops, induction and on-the-job training for entrepreneurial instructors in Calabar Education Zone. There is poor supervision of the entrepreneurial programme at all levels in the schools. Some physically challenged students are exempted from the mainstream programme. The school libraries and some administration blocks are in dilapidated state. The level of entrepreneurial intention and

understanding of entrepreneurship is quite low among students in most of the secondary schools. Entrepreneurship Education has been treated as a mere theoretical subject which students need to read and pass examinations with good grades without necessarily acquiring business skills. This results in students' lack of basic vocational and business skills that will build their entrepreneurial capacity. It equally results in graduate unemployment which has remained unabated and many of the students who have passed through the scheme have not shown any sign of having acquired relevant vocational and business skills necessary for establishing an innovative business venture to overcome the inertia of unemployment. Government have provided professional development programmes for teachers, installation of ICT gadgets as well as establishment of supervision and inspection of school programmes to enhance the implementation of inclusive entrepreneurship programmes, yet the problem persists. Therefore, this study sets out to find out the extent of the availability and implementation of inclusive entrepreneurship programmes in Calabar Education Zone of Cross River State, while addressing this question: what is the extent of availability of facilities for implementation of inclusive entrepreneurial education programme in secondary schools in Calabar Education Zone?

Instructional facilities are teaching/learning resources such as classrooms, seminar rooms, instructional laboratories, computer laboratories, on-campus clinics, libraries and other spaces used principally for the purpose of delivering formal instruction to students. They are essential without which entrepreneurial education programmes cannot be implemented. Livinus and James (2016) investigated the availability, adequacy, extent of utilization and maintenance of physical facilities in Nigerian Colleges of Education. Among the findings made were that instructional facilities were available but not adequate in the Colleges of Education. Alimo, Ehinola and Alabi (2012) investigated the influence of school types and facilities on students' academic performance in Ondo State. The study revealed a significant difference in facilities available in public and private schools in Ondo State. It however revealed no significant difference in academic performance of students in the two types of secondary schools. Suggestions for the procurement of more facilities in public secondary schools were made in order to enhance students' academic performance.

Joseph and Philius (2011) found that there were no significant differences in the performance of students between rural and urban secondary schools in terms of availability of library facilities, availability of textbooks and availability of laboratory facilities. Takwate (2018) did not find a significant relationship between entrepreneurial facilities allocative efficiency, availability, maintenance efficiency and students' academic performance in Adamawa State, Nigeria. Okafor (2014) found that there were no adequate functional entrepreneurial laboratory facilities in the senior secondary schools in Zamfara State and that there was a significant relationship in the mean scores of utilization of Biology laboratories facilities and students' performance in Biology in

Senior Secondary Schools in Zamfara State. The study also revealed that there was no significant difference in the availability of Biology laboratory facilities in female and male public schools, also that there was no significant difference in the supply of Biology laboratory facilities to private and public schools. Similarly, Apagu and Bala (2015) found that ICT facilities were lacking in technical colleges, and that teachers' and students' exposure to ICT facilities was low.

Musah and Umar (2017) found that entrepreneurial facilities were not available entirely, or where they are available, they are inadequate and therefore they are not utilized by a high number of students' population. James (2019) found that activity based instructional facilities enhanced the academic performance of biology students and that there was no significant difference in the attitudes of both male and female students towards learning Biology. Sibanda and Furusa (2016) found the factors that were hindering ICT utilization in schools to include among others, lack of power supply, insufficient resources, fear of technology, lack of interest, ICT skills deficiency, higher ICT cost and poor physical infrastructure.

Mukta (2017) found that the students are highly interested in starting their own business. They consider that decision making skills, risk taking capacity, creativity, communication skills and ability to prepare business plan are the most important skills for a successful entrepreneur. In a related study, Maxwell (2014) found that the present entrepreneurship programme in the sampled schools covered the required content but the method of teaching was not practical oriented and was void of real life situations. Thus the programme was not effective at motivating secondary school students to start their own businesses.

Olokundun (2017) found that entrepreneurship curriculum contents did not significantly impact on students' critical thinking and generation of business ideas, entrepreneurship pedagogy did not significantly affect students' shared vision and identification of business opportunities; teaching methods in entrepreneurship did not significantly stimulate students' interest and business startups educator's competence did not significantly impact on students' commitment to learning and business plan writing, and university support systems did not significantly enhance knowledge sharing and innovations among students. Anaele (2014) found that an enabling environment should be created for smooth running of entrepreneurship education programme. Amadi and Opara (2018) found that there is a significant relationship between entrepreneurship education and business skills measured.

Objectives of the study

The aim of this study was to determine the availability of facilities and implementation of inclusive entrepreneurial programmes in Calabar education Zone of Cross River State, Nigeria. Specifically, the study sought to find out the extent to which:

1. Entrepreneurial education facilities are available in Calabar Education Zone
2. Entrepreneurial education programme is implemented in Calabar Education Zone

Research questions

1. What is the extent of the availability of facilities for the implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State?
2. To what extent is inclusive entrepreneurial education programme implemented in Calabar Education Zone of Cross River State?

Methodology

The study was carried out in Calabar Education Zone of Cross River State of Nigeria. The Zone has seven Local Government Areas viz; Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani. The study adopted descriptive survey design aimed at observing and describing the behaviour of school administrators in terms of providing facilities and implementing inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State, Nigeria. There are 90 public secondary schools in the Zone. The stratified random sampling and the proportionate sampling techniques were used to sample 1,838 respondents made up of six head teachers and 1,832 senior students from six schools for the study. An instrument titled Availability of Facilities and Implementation of Inclusive Entrepreneurship Education Programme Survey (AFIIEEPS) was used for data collection. The instrument has three sections - A, B and C. Section A elicited demographic data, while B is a checklist which gathered information on availability of entrepreneurship facilities. Section C dwelled on the implementation of entrepreneurship programme in the Education Zone. The instrument had a modified Likert response option of four point scale: Very Large Extent (VLE), Large Extent (LE), Low Extent (LE) and Very Low Extent (VLE). The scales were scored 4, 3, 2, and 1 respectively for positively worded items and reversed for negatively worded items. The instrument was face validated by two experts, one from Test and Measurement and another from Educational Management of the University of Calabar. Cronbach Alpha method was used to determine the reliability coefficient. The coefficient obtained was 0.91. Out of the 1,838 copies of questionnaire that were administered on the respondents with the help of trained research assistants, 1,700 copies were retrieved, scrutinized, gleaned and analyzed for the study. Mean and standard deviation were used to answer the research question. The cut-off point of 2.50 was used as the criterion mean for the research question.

Presentation of results

Research question one: What is the extent of the availability of facilities for the implementation of entrepreneurship education programme in Calabar Education Zone of Cross River State?

The information displayed on Table 1 showed a list of 15 entrepreneurial learning facilities that can be used for inclusive entrepreneurial education programme in Calabar Education Zone of Cross River State. Data collected in respect to the extent of their availability/usability for the implementation of inclusive entrepreneurial education programme in the sampled schools was analyzed descriptively and the result is reported in Table 1.

Table 1: Total number and percentage scores of respondents on the availability of facilities for the implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State

	Entrepreneurial Facilities	Available	Unavailable
1	Buildings	700 (26.20)	1000(73.80)
2	Fixtures/equipment	480 (17.70)	1,220 (82.30)
3	Classrooms	580 (21.40)	1,120 (78.60)
4	Libraries	350 (12.90)	1,350 (87.10)
5	Space for Phy. Edu.	70 (2.60)	1,630 (97.40)
6	Space for fine Arts	110 (4.10)	1,590 (95.90)
7	Restrooms	120(4.40)	1,580 (95.60)
8	Chairs	211 (22.14)	1,489 (77.85)
9	Tables	400 (1.50)	1,300 (98.50)
10	Computers/ICT	1,600(99.60)	100(0.40)
11	Science Laboratory	100 (3.70)	1,700 (96.30)
12	Computer Lab.	150 (5.50)	1,550 (94.50)
13	Multi-purpose Hall	110 (4.10)	1,590 (95.90)
14	Audio-visual aids	60 (2.20)	1,640 (97.80)
15	Sports facilities	200 (0.70)	1,500 (99.30)

The result showed that with the exception of computers/ICT, the availability of other entrepreneurial learning facilities ranged from 0.7% to 26.2%, Non-availability ranged from 73.8% to 99.3%. This showed that there is a high extent of non-availability of entrepreneurial learning facilities in the education zone. The answer that can be given to the research question seeking to find out whether entrepreneurial education facilities were available is that, the facilities are not available. To give a fair explanation of the findings, it can be said that the extent of availability of entrepreneurial learning facilities are insufficiently available for the implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State.

However, the availability of computers/ICT and internet connectivity were seen to be up to 99.6% and 77.85% respectively. This may be because there is a presentation of

*Percentages are in parenthesis; (N=1,700)

computers to teachers in Cross River State under the Teachers' Laptop Computer Distribution in the e-learning and Digital Literacy Programme. Meanwhile these computers are mostly owned by individuals and not really provided by the government to aid in teaching entrepreneurial subjects in the schools. Conclusively from Table 1, entrepreneurial facilities for implementing inclusive education are not available in the sampled schools. This is with the exception of computers that were discovered to be very sufficiently available for personal use. Internet facilities were also found to be available due to internet connectivity provided by various communication service providers like 9Mobile, MTN, Globacom and Airtel.

Research question two: To what extent is inclusive entrepreneurial education programme implemented in Calabar Education Zone of Cross River State?

Table 2: Mean ratings and standard deviation of respondents on the extent of implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State.

S/N	Implementation of inclusive entrepreneurship education programmes	\bar{x}	SD	Remarks
1	Organizing conferences for instructors	2.03	2.67	Low Extent
2	Organizing seminars for instructors	2.11	1.71	Low Extent
3	Organizing workshop for instructors	2.10	2.62	Low Extent
4	Organizing induction programme for instructors	2.01	1.54	Low Extent
5	Organizing on-the-job training for instructors	2.07	2.75	Low Extent
6	Supervision of the entrepreneurial programme	2.09	1.56	Low Extent
7	Maintenance of facilities/equipment	2.12	2.67	Low Extent
8	Provision of school library	1.00	0.78	Very Low Extent
9	Provision of administrative building	1.02	0.49	Very Low Extent
10	Provision of adequate classrooms	1.09	0.56	Very Low Extent
11	Provision of facilities for the physically challenged	1.01	0.67	Very Low Extent
12	Integrating ICT in entrepreneurial programme	1.05	0.78	Very Low Extent
13	Employing professional instructors	1.08	0.59	Very Low Extent
14	Provision of laboratory resources	1.03	0.66	Very Low Extent
15	Maintenance of school plants	1.02	0.77	Very Low Extent

Key: \bar{x} = Mean; SD = standard deviation

Table two presents the mean rating of the respondents on the extent of implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State. From the table, it was observed that all the 15 dimensions of inclusive entrepreneurial education programme measured using the responses of the respondents showed the overall mean rating ranging from 1.00 to 2.12, which is less than the criterion

mean of 2.50. The first segment of the result showed a mean rating between 2.01 to 2.12 for low extent of implementation of conferences for instructors, organizing seminars for instructors, organizing workshop for instructors, organizing induction programme for instructors, organizing on-the-job training for instructors, supervision of the entrepreneurial programme and maintenance of facilities/equipment. Meanwhile, the second segment of the results showed a mean rating of 1.00 and 1.02 for very low extent of provision of school library, provision of administrative building, provision of adequate classrooms, provision of facilities for the physically challenged, integrating ICT in entrepreneurial programme, employing professional instructors, provision of laboratory resources and maintenance of school plants. However, none of the results is up to the criterion mean of 2.50 on the four point scale. The Standard Deviation that ranged from 0.49 to 2.75 indicated that respondents were not moderately far from each other in their responses.

Therefore, the answer that can be given to the research question seeking to find out the extent of implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State is that the extent of the implementation is very low in Calabar Education Zone of Cross River State. Thus, to give a fair explanation of the findings, it can be said that the extent of the implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State is not sufficiently high due to unavailability of entrepreneurial facilities.

Discussion of the findings

The result of data analysis from the research question 1 showed that with the exception of computers/ICT, the availability of entrepreneurial teaching/learning facilities ranged from 0.7% to 26.2%, unavailability ranged from 73.8% to 99.3%. This showed that there is a high extent of unavailability of entrepreneurial teaching/learning facilities. The implication of this finding is that a situation where the school administrator could not provide sufficient school buildings, fixtures/equipment, classrooms, libraries, space for physical education, space for fine arts, restrooms, chairs and tables among others would tantamount to poor implementation of entrepreneurial teaching/learning in terms of school innovation, learning environment and instructional outcome. The finding of this study is consistent with the finding of Livinus and James (2016) who found that physical facilities were not adequate in the colleges of education. The finding also agrees with the position of Joseph and Philius (2011) and Alimo, Ehinola and Alabi (2012) and Takwate (2018) whose findings revealed that entrepreneurial facilities allocation, availability and maintenance were not sufficient to enhance the academic performance of Senior Secondary School students in Adamawa State, Nigeria. The study revealed an insignificant relationship between entrepreneurial facilities allocation efficiency, availability, maintenance efficiency and students' academic performance in Adamawa State, Nigeria.

Another finding of this study revealed that the extent of the implementation of entrepreneurial education programme in Calabar Education Zone of Cross River State is very low. The implication of this finding is that school administrators' inability to provide school library, adequate administrative building/classrooms and provision of adequate facilities for the physically challenged among others will tantamount to poor implementation of inclusive entrepreneurial education programme. The finding of this study is in consonant with the finding of Mukta (2017), who found that the extent of implementation of inclusive entrepreneurial programme for Business Education students was not impressive for the participants to establish their own business. The finding also agree with the findings of Olokundun (2017) who found that the low extent of implementation of entrepreneurship curriculum contents did not significantly impact on students' critical thinking and generation of business ideas; entrepreneurship pedagogy did not significantly affect students' shared vision and identification of business opportunities; teaching methods in entrepreneurship did not significantly stimulate students' interest and business startups; educator's competence did not significantly impact on students' commitment to learning and business plan writing; and university support systems did not significantly enhance knowledge sharing and innovations among students. The finding equally tallies with the position of Maxwell (2014) who found that the present entrepreneurship programme in the sampled schools did not cover the required content because the method of teaching was not practical-oriented. Thus the programme was not effective at motivating secondary school students to start their own businesses.

Conclusion

Premised on the findings of the study, it was concluded that the extent of the availability of facilities and implementation of inclusive entrepreneurship education programme in Calabar Education Zone of Cross River State is low. A situation where there is low availability of facilities and poor curriculum implementation of entrepreneurship education makes the subject very boring. Also, lack of access to relevant textbooks and other instructional materials for the subject are the issues that must be effectively addressed for successful implementation of inclusive entrepreneurial education programme in Calabar Education Zone of Cross River State.

Recommendation

School administrators should endeavour to procure adequate facilities for effective implementation of inclusive entrepreneurship education programme as well as to enhance students' entrepreneurial skill acquisition in Calabar Education Zone of Cross River State.

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