

PERCEIVED TEACHER FACTORS FOR THE DEVELOPMENT OF ENTREPRENEURIAL SKILLS IN HEALTH EDUCATION IN SECONDARY SCHOOLS OF ONUEKE EDUCATION ZONE OF EBONYI STATE

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Abstract

The paper is a descriptive survey research which sought to find out health education teacher factors on the development of entrepreneurial skills in secondary education. The study was carried out in Onueke Education Zone (OEZ) of Ebonyi State. The population consisted of seventy six (76) Health Education teachers in seventy public and private secondary schools in OEZ 51 public and 25 private Health Education teachers formed the sample. Stratified random sampling due to location and simple random sampling were used to select the sample. Four research questions and two hypotheses guided the study. The instrument for data collection was a 33 item questionnaire developed by the researcher. Data collected were analyzed using means and t-test statistics at $p < 0.05$. Results showed among others that Health Education teachers in the area lack competences to develop and teach entrepreneurial skills. Moreover, there are inadequate materials for active learning and practical activities. Based on the findings, recommendations were made among which is that industrial training should be part of the health education curricula to prepare teachers for more practical skills.

Key Words: Perceived, Teacher factors, Secondary school.

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Introduction

All over the world, education is considered as an important tool for attaining national goals. In our country the high regard given to education was clearly captured in the national policy on education (2004) which states that one of the national education goals is "the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live and contribute to the development of the society". Education therefore provides learners with basic skills needed for survival and to achieve these skills there is need for qualified teachers who are committed to produce enterprising individuals.

Entrepreneurship according to Scott and Venkataraman (2000) is the focused practice that creates the knowledge based system that give rise to excellence in all areas. Entrepreneurship education is defined by Bolarinwa (2001) as education that provides training, experience and skills that are suitable for entrepreneurial endeavours. It should, therefore, prepare students with entrepreneurial knowledge, competencies and skills needed to be self-reliant. What then are the entrepreneurial skills to be developed through health education?

Entrepreneurial skills are relevant skills and competencies that will enable an individual seek and run an enterprise successfully. Rychen and Salagnik (2003)

noted that entrepreneurial skills are acquired through training that emphasizes the acquisition and development of appropriate knowledge and skills that enable the individual to maximize the resources around him within the limits of his capability. Entrepreneurial skills consist of effective utilization of ideas, information and facts that help a learner develop competencies, marketing, services, or being productive employees of organizations (Olibie and Obidike, 2008).

Mkpa (2003) observed that the world has become economy-driven and economic prosperity requires entrepreneurial skills. He added that students need exposure to practical work-experience situations in order to be proficient in any job they may be working towards and concluded that theory alone would not make for the desired level of proficiency expected. Furthermore, Mkpa also observed that a recent World Bank report has scored Nigerians very low in the possession of skills related to the fields in which they belonged, they are presented as unfit for the labour market and the larger society. A look at today's labour environment, demands that health education teachers must be well-groomed, they should be highly organized, energetic, be self-motivated, possess brilliant interpersonal skills, be computer-literate; be calm and thorough, have a high capacity to cope with pressure; possess

excellent strategic thinking ability; show evidence of excellent communication skills; be ready to take challenges and work to deadlines and demonstrate a desire or capacity to learn and develop (Obanya, 2007). What this implies is that health education teachers need to lay the foundation for students to acquire the skill for income generation and self empowerment, self-reliance and job competency; resource utilization and management and life coping skills.

Health education teachers should instill in students the life of commitment to work; motivation; taking risks; making decisions on financial situations; having self confidence in themselves, courage, endurance, power of creating co-operation and taking personal responsibilities. This characteristic, when taught would enable the would-be health educator to assess himself or herself to determine the extent to which he or she can operate as an entrepreneur. Where some deficiencies are discovered, the individual can with training in practical work, acquire those skills.

According to Ukeje (1990), what the teacher knows and can do makes a great difference and what he cannot do, can be an irreparable loss not only to the child but also to the nation and indeed to posterity. He stressed further that it is a good teacher that can impart good education with good

entrepreneurial skills. This proposition presumes the Nigerian teacher to be upright, dedicated, well-informed, knowledgeable, inspiring and positively oriented at all levels of learning.

In the same vein, capacity building strategies should be employed to improve the abilities of people in performing tasks. Capacity building means giving an individual or group training to enable the individual or group perform entrepreneurial tasks, reduce poverty, enhance self-reliance and improve people's lives. Capacity building for secondary school health education teachers refers to the strategies, skills and roles through which they are helped to improve their competencies in teaching learning activities, especially on imparting entrepreneurial skills (Ifeakor and Anekwe, 2008).

This study, therefore investigated the perceived teacher factors in developing entrepreneurial skills through health education. The problem of the study posed as a question is: To what extent are secondary school health education teachers of Onueke Education Zone of Ebonyi State prepared to develop and practice entrepreneurial skills with their students?

Research Question

The following research questions were posed to guide the study.

1. What are the factors that necessitated secondary school health education teachers of Onueke Education Zone of Ebonyi State preparedness for the development of entrepreneurial skills?
2. What competencies and entrepreneurial skills are possessed by secondary school health education teachers of Onueke Education Zone of Ebonyi State?
3. To what extent are the available facilities adequate for teaching entrepreneurial skills by secondary school health education teachers of Onueke Education Zone of Ebonyi State?
4. What capacity building strategies would be adopted by secondary school health education teachers of Onueke Education Zone of Ebonyi State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance.

There is no statistically significant difference between the mean ratings of public secondary school health education teachers and private secondary school health education teachers on health education teachers' preparedness for the development of

entrepreneurial skills by health education teachers of secondary schools.

The mean ratings of public secondary schools health education teachers and private secondary school health education teachers on the adequacy of available facilities for the development of entrepreneurial skills by health education teachers of Onueke Education Zone will not differ significantly.

Research Methods

The study was a descriptive survey. The area of the study was Onueke Education Zone of Ebonyi State. This area was chosen because of the abundance of health education teachers but it appears uncertain whether these teachers are prepared well enough to impart entrepreneurial skills hence, the rationale for the study. The population consisted of seventy six (76) health education teachers in the 70 public and private secondary schools in Onueke Education Zone. Using stratified sampling technique, 38 schools were randomly selected, from the four Local Government Areas making up the zone, twelve from Ikwo Local Government Area, ten from Ishielu Local Government Area and eight each from Ezza North and South Local Government Areas respectively. All the health education teachers in the schools sampled

formed the subjects for the study giving a total of 76 teachers (51 from public secondary schools and 25 from private secondary schools). The instrument for data collection was a 33 item questionnaire titled "Perceived Teacher Factors for the Development of Entrepreneurial Skills in Health Education (PTFDESHE)" developed by the researcher. The instrument was structured to elicit information on the degree of agreement and disagreement with the item statements based on a 4-point scale of Strongly Agree (SA) = 4; Agree (A) = 3; Disagree (D) = 2 and Strongly Disagree (SD) = 1. The instrument was validated by three lecturers of Ebonyi State University who are experts in research instrumentation one from the Department of Measurement and Evaluation and the other two from the Department of Human Kinetics and Health Education. Their recommendations guided the final draft of the instrument.

The questionnaire was administered to 43 health education teachers in Afikpo Education Zone. Data collected was subjected to reliability computation using Cronbach Alpha. This yielded a reliability coefficient index of 0.89. This was considered high enough based on Ogbazi and Okpala's (1994) criteria on good instrument and hence used for the study. All the 76 copies of the questionnaires distributed were correctly filled

and returned. These were used for data analysis. The research questions were answered using mean and decision on level of agreement.

A means rating of 2.50 and above was accepted as indicative of agreement while 2.49 and below indicated disagreement. The null hypotheses were tested at $p < 0.05$ using t-test statistic.

Results

The findings of this study are presented according to the research questions and hypotheses.

Table 1: Mean Ratings on the Factors that Necessitated Health Education Teachers of Public and Private Secondary Schools in Onueke Education Zone of Ebonyi State Preparedness for Developing Entrepreneurial Skills

S/N	Items	Public \bar{x}	Private \bar{x}	Decision
1.	Health education teachers are sponsored for in-service training to keep abreast with modern technology.	1.47	1.76	Disagree
2.	Health education teachers are sponsored for conferences/workshops/seminars for effective teaching of entrepreneurial skills.	1.17	1.00	Disagree
3.	Health education teachers are prepared in the use of computers and information technology.	1.17	1.00	Disagree
4.	Health education teachers are paid health salary scale and allowances to boost their moral in teaching	1.03	1.00	Disagree
5.	Health education teachers are paid salaries as and when due to enhance high productivity	1.03	1.00	Disagree
6.	House/staff quarters are provided for health education teachers to ensure that they are there for the students all the time?	1.05	1.04	Disagree
7.	Free medical services are provided for health education teachers especially during field work hazards	1.07	1.00	Disagree
8.	Health education teachers are well trained dedicated and value-loaded so as to enable them have mastery of the skills to be imparted.	1.09	1.00	Disagree
9.	Health education teachers are knowledgeable, skillful, inspiring and positively-oriented.	1.31	1.40	Disagree
Grand Mean		1.16	1.13	

Results in table 1, revealed that items 1-9 have mean rating below the cut-off point of 2.50 for respondents from public and private secondary schools respectively. Thus the respondents were perceived to disagree with the statements.

Table 2: Mean Ratings of Competencies and Entrepreneurial Skills Possessed by Health Education Teachers.

S/N	Items	Public \bar{x}	Private \bar{x}	Decision
	Health education teachers must			
10.	Be well groomed	1.96	1.96	Disagree
11.	Be highly organized	1.94	2.00	Disagree
12.	Be energetic	1.98	2.00	Disagree
13.	Be self-motivated	1.90	2.00	Disagree
14.	Possess brilliant interpersonal skill	1.98	2.00	Disagree
15.	Be computer fluent	1.98	2.00	Disagree
16.	Be calm and thorough	1.96	2.00	Disagree
17.	Have a high capacity to cope with pressure	1.98	2.00	Disagree
18.	Possess excellent strategic thinking ability	2.00	2.00	Disagree
19.	Show evidence of excellent communication ability	1.98	2.00	Disagree
20.	Be ready to take challenges and work to deadlines	2.00	2.00	Disagree
21.	Demonstrate the desire or capacity to learn and develop	1.98	1.96	Disagree
	Grand Mean	1.97	1.99	

From table 2, the mean rating of all the items are below 2.50. This shows that health education teachers of both public and private secondary schools in Onueke Education Zone do not possess the entrepreneurial competencies.

Table 3: Mean Ratings of the Adequacy of Available Facilities for Teaching Entrepreneurial Skills

S/N	Items on adequacy of available Facilities in schools	Public \bar{x}	Private \bar{x}	Decision
22	Well equipped workshops for health labs for active learning	1.01	1.00	Disagree
23	Essential amenities like pipe borne water	1.01	1.00	Disagree
24	Electricity/stand by generators	1.05	1.00	Disagree
25	Equipment for health practicals	1.07	1.00	Disagree
26	Computers and its peripherals	1.01	1.00	Disagree
27	Transport facilities for field work	1.07	1.00	Disagree
28	Adequate number of support staff e.g. nurses attendants, drivers orderlies etc	1.05	1.00	Disagree
Grand mean		1.04	1.00	

From table 3, mean ratings of items 22-28 were less than 2.50. This is an indication that available materials were not adequate for the teaching of entrepreneurial skills.

Table 4: Mean Ratings of the Capacity Building Strategies to Empower Health Education Teachers of Secondary Schools

S/N	Health education teachers have to be empowered through the following capacity building strategies	Public \bar{x}	Private \bar{x}	Decision
29	In school awareness seminars/workshops to stimulate health education teachers interest and appreciation of entrepreneurial skills in teaching learning	3.98	4.00	Agree
30	Adequate provision of teaching facilities and equipment for active teaching and learning	4.00	4.00	Agree
31	Sponsorship of interstate and international workshops on entrepreneurial skills	4.00	4.00	Agree
32	Training on industrial harmony in schools	3.88	4.00	Agree
33	Health education teachers should be empowered to take students to industrial sites of interest	3.94	3.88	Agree
Grand Mean		3.96	3.97	

Table 4 showed that the mean ratings of all the items from both public and private schools were above 2.50 thus were accepted as capacity building strategies to empower health education teachers.

Table 5: t-test on Mean Responses of Public and Private Health Education Teachers on Their Preparedness

Source of Variation	N	\bar{x}	SD	DF	t-cal	t-crit	p<0.05
Public health education teachers	51	1.16	0.11	74	1.100	1.960	Not significant
Private health education teachers	25	1.13	0.08				

Table 5 showed that the t-calculated is 1.100 as against t-critical of 1.960. Therefore t-calculated is less than t-critical, hence the null hypothesis of no significant difference is not rejected.

Table 6: t-test on Mean Responses of Public and Private Health Education Teachers on Adequacy of Available Facilities

Source of Variation	N	\bar{x}	SD	DF	t-cal	t-crit	p<0.05
Public health education teachers	51	1.04	0.12	74	1.827	1.960	Not significant
Private health education teachers	25	1.00	.00				

Table 6 indicated that t-calculated was 1.827 as against t-critical of 1.960. Since t-cal (1.827) is less than t-critical (1.960), the null hypothesis of no significant difference is not rejected.

Discussion

The findings of this study showed that health education teachers are not well prepared for developing entrepreneurial skills. They lack the competencies or the entrepreneurial skills to impart to students. This means that the quality and behaviour of health education teachers that impart knowledge to students to a great extent act as a source of inspiration towards skill or knowledge acquisition. In corroboration to the above Anumnu (2011), states that a well-

trained, dedicated and value-loaded teacher influences a child's attitude and perception towards developing new skills. No teacher gives what he or she does not have or teaches beyond the information he/she possesses which calls for health education teachers to be well groomed, energetic, computer fluent, self-motivated, calm and thorough among others (Obanya, 2007).

In addition, this study revealed the inadequacies of available materials for developing entrepreneurial skills like well equipped health laboratories, electricity and pipe borne water, transport facilities for field work to mention a few. The result also showed that there are strategies which when applied would empower health education teachers to develop entrepreneurial skills. Some of these strategies include seminars/workshops to stimulate health education teacher's interest and application of entrepreneurial skills, adequate provisions of facilities and equipment for field work. Above all, health education teachers should be well trained to possess the competences/skills needed to make them masters of the skills to be imparted.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Health education teachers should be well prepared to develop entrepreneurial skills in students.
2. Entrepreneurial skills should be made compulsory as core skills to be learnt in secondary schools. This would help our school graduates cope with unemployment prevalent in the Nigerian society today.
3. Health education teachers should be well trained in order to acquire competences for the world of work.
4. Government should adequately fund secondary education so as to provide facilities and materials for entrepreneurial skills acquisition.
5. Industrial training should be part of the health education teacher's curricular to provide opportunities for demonstrating practical skills and perfecting them so that they can in turn teach it.

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