

## **ASSESSMENT OF ENTREPRENEURIAL SUBJECT TEACHERS' ADEQUACY FOR THE TEACHING OF ENTREPRENEURIAL SUBJECTS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE.**

By

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### **Abstract**

*This study examined the adequacy of entrepreneurial subject teachers for the teaching of entrepreneurial subjects in public senior secondary schools in Rivers State. Three research questions and one hypothesis guided the study. The study adopted descriptive survey design. The population of the study was 3189 made up of 247 Principals and 2942 entrepreneurial subject teachers from the 247 public senior secondary schools in Rivers State. The sample of the study was 908 made up of 164 Principals and 744 entrepreneurial subjects' teacher representing 28.5% of the population. Stratified random sampling technique was used in drawing the sample. Questionnaire and document analysis was the instrument used for data collection. The questionnaire was titled Assessment of Entrepreneurial Teachers Adequacy Questionnaire (AETAQ). Percentages, bar chart, mean scores, standard deviation and rand order statistics was used to answer the research questions while z-test was used to test the hypothesis at 0.05 level of significance. The findings revealed among others that, the number of teacher teaching Book keeping, Animal husbandry, Fishery, Marketing, Home management, Clothing and textile were adequate. Only teachers teaching Book keeping, Animal husbandry, Fishery, Marketing, Home management, Clothing and textile had good qualification required for the teaching of entrepreneurial subjects. There was no record of teachers teaching or students learning other entrepreneurial subjects because of lack of qualified teachers. Besides, teachers teaching entrepreneurial subjects were not avail the opportunity to participate in manpower development programmes. Based of the findings, the researcher recommended among others that institutions of higher learning should come up with entrepreneurship curriculum that will equip the student teacher with skills that will make him to be competent to teach entrepreneurial subjects on graduation. Qualified entrepreneurial subjects teachers should be employed in adequate number to boost the academic achievement of students on entrepreneurship. Besides, government should show appreciable financial commitment to the implementation of the teaching entrepreneurial subjects in secondary schools in Rivers State.*

**Keywords:** Assessment, Entrepreneurial, Subject, Teachers, Secondary, School.

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### **Introduction**

Secondary education in Nigeria has been bookish or grammar school type of education since the advent of western education in the country. There is overemphasis on theoretical training rather than practical training in the secondary school education curriculum. This has given rise to high level of unemployment

and involvement of the youths in negative means of livelihood such as stealing, cultism, kidnapping and other social vices. Obasi as cited by Onye & Anyaogu (2014) posits that the increasing level of unemployment and poverty among the youths calls for the need to review the school curriculum. In response to this shortcoming in the educational system the Federal Government through the instrumentality of the National Policy on Education (FRN, 2013) provided for the teaching of entrepreneurial subjects in secondary schools in Nigeria with the view to equipping the students with saleable skills that will make them self-reliant, self-employed and employable. The aim was to address the problem of youths' unemployment among school leavers. In support of the provision of the National Policy on Education, Anugwom (2007) affirms that entrepreneurial education was introduced as a human development reform to address the objective of education for life as stipulated in the National Policy on Education. According to Onye and Anyaogu (2014 p. 66) "Entrepreneurship education was introduced as a means of helping students to acquire saleable skills which will enable them become self-reliant after leaving school" In spite of the fact that the teaching of entrepreneurial subjects has been introduced into public senior secondary schools, the products of the secondary schools do not still acquire those projected skills on graduation. Youth unemployment is still looming and social vices on the increase. It is against this backdrop that this study seeks to assess the adequacy of entrepreneurial subject teachers for the teaching of entrepreneurial subjects in public senior secondary schools in Rivers State.

The National Policy on Education (FRN, 2013) provides that a teacher-student ratio of 1:40 is an acceptable standard. The number of students taught by the teacher in the classroom determines the academic achievement of the student. Low teacher-student ratio allows for more effective communication between the student and the teacher (Hattie, 2005). The teacher-student ratio of 1:40 is the acceptable standard that can bring about good academic achievement. Conversely, if the teacher-student ratio exceeds the stated ratio, the academic achievement of the students would be negatively affected (Naisujaki, Jackson, Kirui, 2017 & Alderman, Orazem & Paterno, 2001). Levacic (2005), in his study, found that reduction in teacher-student ratio had statistically significant positive effect on mathematics achievement. Similarly, David (2005) found in his study that one of the factors influencing students' academic performance is the low number of teachers to students' ratio especially in public schools. When the teacher-student ratio is higher than the acceptable standard, it mounts undue pressure on the teachers because of role overload. Role overload is a situation where the functions which a teacher is expected to perform is far higher than the available time and ability of the teacher. When the teacher-student ratio is lower than the acceptable standard, the teacher is under-utilized.

In Nigeria, people who obtained National Certificate of Education (N.C.E), Bachelor degree, Masters degree and Doctor of Philosophy (Ph.D) in education from a recognized educational institutions are qualified to teach. A qualified teacher is a person who has been exposed to a good measure of training in a teaching subject area as well as in professional education (Abe, 2014). The minimum qualification for teaching in senior secondary school is Bachelor degree in education. Mulleus (1993) as cited in Adeyemi (2011) remarks that it is not simply the acquisition of certificate on graduation from educational institution that guarantee teacher's effectiveness but actual achievement in terms of his competence in the subject area. A teacher who has a teaching certificate without the knowledge of the subject matter cannot be said to have a teaching qualification. The importance of formal education as a prerequisite for teaching qualification cannot be over stressed as research has shown that teachers who have more training through education produce students who are more productive in the society (Darling-Hammond, Berry, & Thoreson, 2001). Most teachers in public senior secondary schools possessing Bachelor degree in various field of study are not professionals in entrepreneurship education and so cannot effectively impart such skills on the students. Andreyka cited in Osarenren-Osaghae and Irabor (2012) contends that qualified teachers who are occupationally capable to impart entrepreneurship skills are necessary for the successful implementation of the programme. In a study carried out by Adaramola and Obomanu (2011), lack of

qualified teachers was identified as the cause of constant poor academic performance of students in Science, Mathematics and Technology subjects. These subjects are practical oriented and entrepreneurial subjects are also practical oriented, therefore, if teachers who are qualified to teach entrepreneurial subjects are lacking in secondary schools, the academic performance of the students will also be poor. The quality of the teacher according to Rivkin, Hanushek, Kain (2005) and Aaronson Barrow, Sander (2007), determines the students' achievement in the school. It is therefore necessary to evaluate the uniqueness of secondary school teachers in relation to qualification, teaching method and experience in entrepreneurial education with a view to ensuring that the students acquire saleable skills on graduation.

It is the responsibility of educational institutions of higher learning to train and develop teachers to cope with the challenges of scientific, technological and socio-cultural changes in the society. It is the duty of the government to employ trained teachers who will transmit knowledge and skills to the learner with a view to making the learner self-reliant and employable. The provision of qualified teachers to secondary schools does not correspond with the demand for them (Adeyemi, 2008). The addition of entrepreneurial subjects into the educational curriculum has led to the demand for competent teachers who are knowledgeable in this area. It behooves the government and educational institutions to respond to this challenge. The introduction of the teaching of entrepreneurial subjects in secondary schools should lead to the training and employment of entrepreneurial subjects' teachers to teach the students. On the contrary, the government failed to match the introduction of the new curriculum with employment of adequate number of qualified entrepreneurial subjects' teachers. This consequently led to shortage of entrepreneurial subjects' teachers in secondary schools.

### **Statement of the Problem**

The educational system in Nigeria has been under public scrutiny for not being functional and relevant to the needs of the people for many decades. Secondary school leavers obtain certificate that qualifies them to gain admission to institutions of higher learning but do not equip them with functional skill that will make them to be self-reliant and employable. This has resulted to unemployment, youth restiveness, and involvement of secondary school leavers in negative means of livelihood. It is in consideration of this problem that the Federal Republic of Nigeria in her National Policy on Education (FRN, 2013) provides for the teaching of entrepreneurial subjects in secondary schools. Effective teaching of entrepreneurial subjects in secondary schools requires adequate number of teachers who are qualified to teach the subjects. The introduction of entrepreneurial subjects in secondary schools notwithstanding, secondary education still seems not to be functional as secondary school leavers still roam about the street without functional skills and unemployment is still on the increase. It is therefore not known whether the number of teachers teaching entrepreneurial subjects is adequate and whether the teachers possess the right qualification to teach entrepreneurial subjects. It is not also known whether there are manpower development programmes available to these teachers. This study therefore sought to address the problems of qualified and required number of teachers with respect to entrepreneurial subjects; availability of professional development programmes for continual knowledge upgrade for teachers teaching entrepreneurial subjects in Public Senior Secondary Schools in Rivers State.

### **Aim and Objectives of the Study**

The aim of this study was to ascertain the manpower needs for the teaching of entrepreneurial subjects in public senior secondary schools in Rivers State. The specific objectives of this study were to determine the:

- (1) numerical adequacy of teachers teaching of entrepreneurial subjects in public senior secondary schools in Rivers State.

- (2) competency of teachers in terms of qualifications for the proper teaching of entrepreneurial subjects in public senior secondary schools in Rivers State.
- (3) availability of manpower development programmes for teachers of entrepreneurial subjects in public senior secondary schools in Rivers State.

### **Research Questions**

The study was guided by the following research questions

- (1) Is the numerical strength of teachers teaching entrepreneurial subjects in public senior secondary schools in Rivers State adequate?
- (2) Do teachers teaching entrepreneurial subjects in public senior secondary schools in Rivers State possess the prerequisite qualifications?
- (3) What manpower development programmes are available to teachers teaching entrepreneurial subjects in Public Senior Secondary Schools in Rivers State?

### **Hypothesis**

The following hypothesis was formulated to guide the study.

- (1) There is no significant difference in the mean scores of principals and teachers on their opinion on the availability of adequate number of teachers for the teaching entrepreneurial subjects in the public senior secondary schools.

### **Methodology**

This study adopted the descriptive survey research design. Koul (2006) points out that descriptive research studies are designed to obtain pertinent and precise information concerning current statistics of phenomena and whenever possible to draw valid general conclusions from the facts discovered. Descriptive studies go beyond just a collection of data but also involve measurement, classification, analysis, comparison and interpretation. Document analysis fits into this form of research since it will highlight the status quo of the variables being sort from existing records. The study was carried out in Rivers State public senior secondary schools.

The population of the study was 3189. This includes 247 Principals in 247 senior secondary schools and 2942 entrepreneurial subject teachers in Rivers State. A sample size of 908 respondents consisting of 164 Principal and 744 teachers was chosen using stratified random techniques. Questionnaire and document analysis were the major instruments used in eliciting the required data. The questionnaire was titled "Assessment of Entrepreneurial Teachers' Adequacy Questionnaire (AETAQ)" developed and structured by the researcher. The questionnaire was structured on a modified four-point likert rating scales of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The document analysis was based on the examination of the nominal roll of the schools to determine the number of teachers per subject area, teaching time table to see the subject being offered in the respective schools, the qualification of teachers in the schools, and other policy directives of the Rivers State Ministry of Education and Senior Secondary Schools Board.

The reliability of the instrument was established using Cronbach Alpha Method. It yielded a coefficient of 0.98. The questionnaire was distributed and collected personally and with the help of six trained research assistants and contact teachers in the various schools that were sampled. The documentary list was administered and data obtained by the researcher personally. At the end of the period, 900 copies of the questionnaire were retrieved back and used for data analysis. This included 160 principals and 740 teachers representing 99.1% return rate. Percentages, bar charts, mean scores,

standard deviation and rank order statistics were used in answering the research questions. A mean of 2.50 and above was adopted as the decision rule for the items.

## Results

**Research Question One:** Is the numerical strength of teachers teaching entrepreneurial subjects in public senior secondary schools in Rivers State adequate?

**Table1: Document analysis on the adequacy of teachers in terms of number for proper teaching of entrepreneurial subjects in public senior secondary schools in Rivers State**

S/N	Subjects	No. of Teachers available per subject	Total number of students offering the subjects	Teacher/students ratio	Decision
1.	Auto Body Repair and Spray Panting	Nil	Nil	Nil	Inadequate
2.	Auto Electrical Work	Nil	Nil	Nil	Inadequate
3.	Auto Mechanical Work	Nil	Nil	Nil	Inadequate
4.	Auto Parts Merchandising	Nil	Nil	Nil	Inadequate
5.	Air Conditioning and Refrigeration	Nil	Nil	Nil	Inadequate
6.	Welding and Fabrication Engineering Craft Practice	Nil	Nil	Nil	Inadequate
7	Electrical Installation and Maintenance Work	Nil	Nil	Nil	Inadequate
8	Radio, Television and Electronic Servicing	Nil	Nil	Nil	Inadequate
9	Block laying, Brick laying and Concrete Work	Nil	Nil	Nil	Inadequate
10	Painting and Decoration	Nil	Nil	Nil	Inadequate
11	Plumbing and Pipefitting	Nil	Nil	Nil	Inadequate
12	Machine Woodworking	Nil	Nil	Nil	Inadequate
13	Book keeping	81	2500	1:31	<b>Adequate</b>
14	Animal husbandry	124	4588	1:37	<b>Adequate</b>
15	Fishery	128	5120	1:40	<b>Adequate</b>
16	Marketing	77	2695	1:35	<b>Adequate</b>
17	Clothing and textile	87	2784	1:32	<b>Adequate</b>
18	Data processing	74	4070	1:55	<b>Inadequate</b>
19	Home management	93	3627	1:39	<b>Adequate</b>
20	Data management	80	4880	1:61	<b>Inadequate</b>

**Benchmark: Teacher/Students Ratio of 1:40 or below is adequate**

**Teacher/students ratio above 1:40 is inadequate.**

The research question was answered by comparing the number of students and teachers in the sampled schools with the benchmark for teacher/student ratio in Nigeria. The benchmark according to FRN (2013) in secondary schools is a maximum of forty students to one teacher (1:40). The result indicates that the number of teachers teaching Book keeping, Animal husbandry, Fishery, Marketing, Home management, Clothing and Textiles are adequate. The number of teachers teaching Data processing and Data management are inadequate since the number of students per teacher is greater than forty. There is no record of teachers teaching or students learning Auto body repair and Spray painting, Auto mechanical work, Auto electrical work, Auto mechanical work, Auto part merchandising, Air conditioning and Refrigeration, Welding and Fabrication engineering, Electrical installation and maintenance work, Radio, Television and Electronic servicing, Plumbing and Pipefitting, Machine woodworking, Painting and Decoration.

**Research Question Two:** Do teachers teaching entrepreneurial subjects in public senior secondary schools in Rivers State possess the prerequisite qualifications?



**Table 2: Document analysis on the adequacy of teachers in terms of qualification for proper teaching of entrepreneurial subjects in public senior secondary schools in Rivers State.**

S/ N	Subjects	No. of teacher s availab le	NCE Hold ers	OND Holde rs	HND / B.Sc.	B.Ed/ B.Sc. Ed. Holder s	M.Ed Holder s	Ph.D Holder s	Total % of Edu. Certific ate Holders	Remarks
21.	Auto Body Repair and Spray Panting	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
22.	Auto Electrical Work	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
23.	Auto Mechanical Work	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
24.	Auto Parts Merchandising	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
25.	Air Conditioning and Refrigeration	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
26.	Welding and Fabrication	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
27	Engineering Craft Practice	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
28	Electrical Installation and Maintenance Work	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
29	Radio, Television and Electronic Servicing	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
30	Block laying, Brick laying and Concrete Work	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
31	Painting and Decoration	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
32	Plumbing and Pipefitting	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
33	Machine Woodworking	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Inadequate
34	Book keeping	81	Nil	Nil	21	56	4	Nil	74%	Adequate
35	Animal husbandry	124	Nil	Nil	19	93	12	Nil	85%	Adequate
36	Fishery	128	Nil	Nil	23	98	7	Nil	82%	Adequate
37	Marketing	77	Nil	Nil	22	55	Nil	Nil	71%	Adequate
38	Clothing and textile	87	Nil	Nil	20	67	Nil	Nil	77%	Adequate
39	Data processing	74	Nil	Nil	36	38	Nil	Nil	51%	Inadequate
40	Home management	93	Nil	Nil	19	74	Nil	Nil	80%	Adequate
40	Data management	80	Nil	Nil	36	44	Nil	Nil	55%	Inadequate

**Benchmark: 70% and above is adequate.**

**Below 70% is inadequate.**

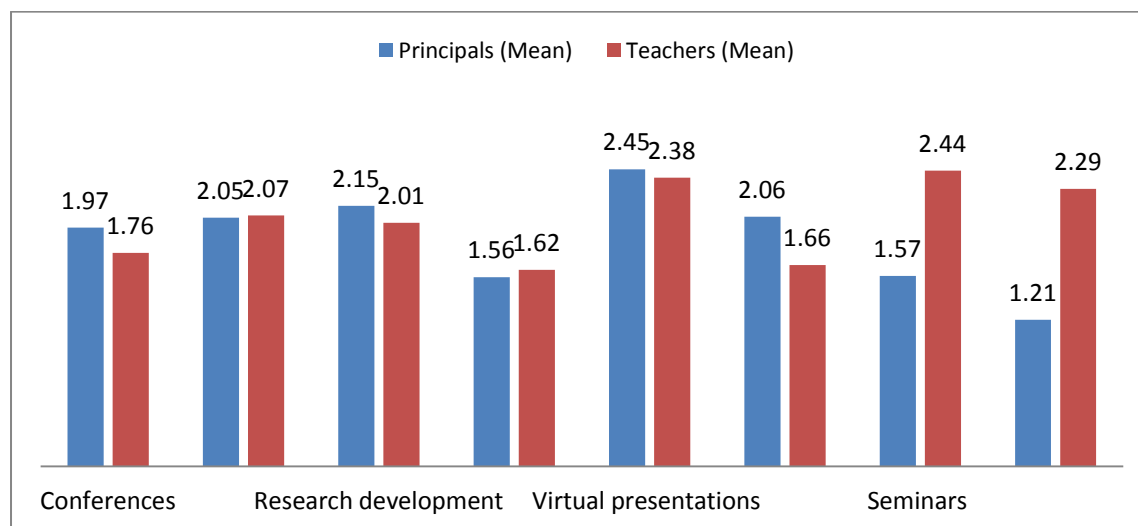
Data in Table 2 revealed the adequacy of teachers in terms of qualification for proper teaching of entrepreneurial subjects in Public Senior Secondary Schools in Rivers State. Teachers' qualification is adequate when seventy percent (70%) or over seventy percent of the teachers possess teaching qualification such as B.Ed., B.Sc. Ed., M.Ed., Ph.D) in a particular subject area. Only teachers teaching Book keeping, Animal husbandry, Fishery, Marketing, Home management, Clothing and textile, have teaching qualifications needed for the teaching of entrepreneurial subjects in public senior secondary schools in the state. The number of teachers teaching Data processing and Data management is inadequate because less than 70% of the teachers possess teaching qualification. There is no record of teachers teaching or students learning the remaining entrepreneurial subjects.

**Research Question Three:** What manpower development programmes are available for teachers teaching entrepreneurial subjects in Public Senior Secondary Schools in Rivers State?

**Table 4.3: Mean Scores of respondents on the manpower development programmes available to teachers teaching entrepreneurial subjects**

S/N	Manpower development programmes available include:	Principals (160)		Teachers (740)		Mean Set	Rank Order	Decision
		$\bar{X}_1$	SD	$\bar{X}_2$	SD			
41	Conferences	1.97	0.64	1.76	0.30	1.87	5th	Disagreed
42	Exhibitions	2.05	0.63	2.07	0.29	2.06	3rd	Disagreed

43	Research development	2.15	0.62	2.01	0.29	2.08	2nd	Disagreed
44	Team teaching	1.56	0.67	1.62	0.31	1.59	8th	Disagreed
45	Virtual presentations	2.45	0.60	2.38	0.28	2.42	1st	Disagreed
46	Workshop programmes	2.06	0.63	1.66	0.31	1.86	6th	Disagreed
47	Seminars	1.57	0.67	2.44	0.28	2.01	4th	Disagreed
48	Extension programmes	1.21	0.70	2.29	0.28	1.75	7th	Disagreed
	<b>Aggregate mean</b>	<b>1.88</b>	<b>0.65</b>	<b>2.03</b>	<b>0.29</b>	<b>1.96</b>		<b>Disagreed</b>



**Figure 4.3:** Bar chart representation on the manpower development programmes available to teachers teaching entrepreneurial subjects.

Data on Table 3 and figure 3 showed the mean scores of principals and teachers on the manpower development programmes available to teachers teaching entrepreneurial subjects. Their mean responses showed that they all disagreed on the items in the table with mean scores less than the criterion mean score of 2.5 following the rank order ranging from 1<sup>st</sup> to 8<sup>th</sup>. Therefore, the teachers teaching entrepreneurial subjects do not participate in the available manpower development programmes.

### Test of Hypothesis

**Hypothesis 1:** There is no significant difference in the mean scores of principals and teachers on their opinion on the availability of manpower development programme for teachers teaching entrepreneurial subjects in the public senior secondary schools.

**Table 4.6:** Summary of z-test Analysis on the difference in the mean scores of principals and teachers on their opinion on the availability of manpower development programmes for teachers teaching entrepreneurial subjects.

Staff Status	N	$\bar{X}$	S.D	Df	z-cal	Critical value	Decision
Principals	160	1.88	0.65	898	-1.56	$\pm 1.96$	Fail to reject
Teachers	740	2.03	0.29				

Data on Table 4 showed the z-test analysis on the difference in the mean scores of principals and teachers on their opinion on the availability of manpower development programmes for teachers teaching entrepreneurial subjects. The result showed that the z-calculated value of -1.56 is less than the critical value of  $\pm 1.96$  at 0.05 alpha significant level. This showed that, the null hypothesis is accepted. Therefore, there is no significant difference between the mean scores of principals and teachers in their opinion on

the availability of manpower development programmes for teachers teaching entrepreneurial subjects in secondary schools in Rivers State.

## **Discussion of Findings**

### **Adequacy of Teachers in Terms of Number for Proper Teaching of Entrepreneurial Subjects**

The findings revealed that, the documented results on the adequacy of teachers in terms of number for proper teaching of entrepreneurial subjects in public senior secondary schools in Rivers State analyzed using the benchmark for teacher/student ratio of 1:40 indicated that, the number teachers teaching book keeping, animal husbandry, fishery, marketing, home management clothing and textile are adequate. The number of teachers teaching Data processing and Data management are not adequate as their teacher/student ratio of 1:55 and 1:61 respectively was above the benchmark of 1:40. There is no record of teachers teaching or students learning Auto body repair and Spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning and refrigeration, Welding and fabrication engineering, Electrical installation and maintenance work, Radio, Television and Electronic servicing, Plumbing and Pipefitting, Machine woodwork, Painting and decoration. This indicates that there are no professionally trained teachers who specialized in those entrepreneurial subjects. Therefore, the number of teachers teaching entrepreneurial subjects in public senior secondary schools in Rivers State is not adequate. The high population of teachers in the schools did not guarantee sufficiency in the number of teachers in every subject. This agrees with the finding of Subair & Talabi (2015) that inadequacy in the number of teachers can be subject oriented. A situation where the school cannot fill the vacancies in entrepreneurial subjects area constitutes an imbalance in the provision of teacher and affect teaching in the affected subject area. Though, there are many qualified teachers in Senior Secondary Schools, these teachers are not professionals in entrepreneurship education, so they do not possess the attributes needed for the inculcation of entrepreneurship education to the students. This accounts for the reason why Millar (1988) affirms that some secondary school teachers were made to teach subjects outside their area of their specialization because of shortage of suitably qualified teachers. Hawighurst (2014) is of the opinion that, the function of the teacher is to help the students to learn by imparting knowledge and setting up a situation in which the students can learn effectively. Therefore, the number of teachers handling entrepreneurship subjects in secondary schools should be very adequate to enhance students' academic performance.

### **Adequacy of Teachers in Terms of Qualification for Proper Teaching of Entrepreneurial Subjects**

The findings equally revealed that, more than seventy percent (70%) of the teachers teaching book keeping, animal husbandry, fishery, marketing, clothing and textile and home management have the required qualifications needed for the teaching of entrepreneurial subjects in secondary schools in the state. The qualification of the teachers teaching Data processing and Data management are not adequate because less than seventy percent (70%) possess the required teaching qualification for the teaching of entrepreneurial subjects. There is no record of teachers teaching or students learning Auto body repair and Spray painting, Auto electrical work, Auto mechanical work, Auto parts merchandising, Air conditioning and refrigeration, Welding and fabrication engineering, Electrical installation and maintenance work, Radio, Television and Electronic servicing, Plumbing and Pipefitting, Machine woodwork, Painting and decoration. This indicates that there are no professionally trained teachers who specialized in those entrepreneurial subjects. This is in agreement with the finding of Adeyemi (2008) that the provision of qualified teachers to secondary schools does not correspond with the demand for them. Murunga (2013) adds that where such gaps are identified, Science, Mathematics, and Technology teachers should undergo in-service training in order to meet with the conditions of the school curriculum. This also agrees with the finding of Adaramola and Obomanu (2011), Osarenren-Osaghae and Irabor (2012) that lack of qualified teachers causes constant poor academic performance of students in Science,



Mathematics and Technology subjects. It is for this reason that most entrepreneurial subjects are not taught in public senior secondary schools. There are many qualified teachers in senior secondary schools, but these teachers are not professionals in entrepreneurship education, and so, do not possess the attributes needed for the inculcation of entrepreneurship education to the students. This calls for the need for the government and our educational institutions to re-define teacher education and qualification to include the preparation of the teachers to possess entrepreneurial skill which will make them capable to teach entrepreneurial subjects.

### **Manpower Development Programmes Available for Teachers Teaching Entrepreneurial Subjects**

The findings also revealed that, the teachers teaching entrepreneurial subjects do not participate in the available manpower development programmes and this was represented on a bar chart for clear presentation. The test of hypothesis one showed that, there is no significant difference in the mean scores of principals and teachers on their opinion on the availability of manpower development programmes for teachers teaching entrepreneurial subjects in secondary schools in Rivers State. This finding corroborates with the results of the study carried out by Onyeike, (2004), Asasigung, (2011) and Anyalebechi, (2014) that teachers are not provided with the opportunity to participate in manpower development programmes such as seminars, conferences, workshop just to mention but a few. Manpower development programmes is aimed at improving the performance of the teachers and students in teaching and learning.

### **Conclusion**

Based on the findings, the researcher concluded that, the number of qualified teachers teaching entrepreneurial subjects in public senior secondary schools is adequate in some entrepreneurial subjects but inadequate in others. Most entrepreneurial subjects are not taught because of lack of qualified teachers to teach them. The government do not avail the teachers the opportunity to participate in manpower development programmes hence the incompetence of the teachers to teach most of the entrepreneurial subjects. The challenges of teaching entrepreneurial subjects includes among others lack of competent teachers, lack of instructional and infrastructural facilities, inadequate funding and lack of political will of the government.

### **Recommendations**

The researcher recommended the following based on the findings:

- i. Government should show appreciable commitment to the implementation of the teaching entrepreneurial subjects in secondary schools in Rivers State by funding entrepreneurial education adequately.
- ii. Qualified entrepreneurial subjects teachers should be employed in adequate number to boost the academic achievement of students on entrepreneurship.
- iii. The government should avail entrepreneurial subjects' teachers the opportunity to participate in manpower development programmes.
- iv. Institutions of higher learning should prepare entrepreneurship education curriculum that will equip the teachers with knowledge and skills to teach entrepreneurial subjects on graduation.
- v. Government and school managers should make proper provision of textbooks to students on entrepreneurship education subjects in secondary schools in Rivers State.

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