



SCHOOL - TEACHERS' VARIABLES AND IMPLEMENTATION OF
ENTREPRENEURSHIP EDUCATION IN PUBLIC SECONDARY SCHOOLS IN AKWA
IBOM NORTH WEST SENATORIAL DISTRICT.

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ABSTRACT

The study was carried out to determine the relationship between "School - Teachers' Variables and the Implementation of Entrepreneurship Education in Public Secondary Schools in Akwa Ibom North West Senatorial District". Three research questions were raised and three research hypotheses were formulated to guide the study. The population of this study consisted of all the 2793 teachers and 5967 senior secondary one student from all the 86 public secondary schools in Akwa Ibom North-West Senatorial District. The sample of this study consisted of 503 teachers and 1006 students. Multi-stage sampling technique was used for this selection. Two researcher-made Instruments titled "Teachers-Variables Questionnaire (TVQ) and "Entrepreneurship Implementation Scale" (EIS) were used for data collection. The instruments were face validated by two experts from the Department of Curriculum Studies, Educational Management and Planning. The Reliability of the instruments were determined using Cronbach Alpha Analysis which yielded an Indices of 0.84 and 0.80 for "TVQ" and "EIS" respectively. Pearson Product Moment Correlation coefficient was used to answer the research question and to test the hypotheses at 0.05 level of significant. The findings revealed that school-teachers variables, teachers' personal creativity, teachers' competence and class size significantly relate to entrepreneurship education implementation of public secondary schools in Akwa Ibom North West Senatorial District. Based on the findings, it was recommended among others, that teachers with high level of creativity should be employed for effective implementation of entrepreneurship education.

Keywords: School Teachers' Variables, Implementation, Entrepreneurship Education, Public Secondary Schools, Akwa Ibom North West, Senatorial District.



Introduction

Education in all countries of the world has been considered very important for personal and societal developments. It is in the view of this that entrepreneurship education was introduced in secondary schools to enable secondary school students on graduation to contribute to the development of the society through self-employment. This is to reduce the growing mass of unemployed youths who have completed high school but lack the appropriate skills to be self-employed. According to Nnamani (2007) statistics shows that up to 40% of graduates in Nigeria remain unemployed after graduation. This ugly trend in educational output in Nigeria continues to grow unabated with severe consequences to the education's rector. Unemployment among graduates has degenerated into several socio-economic problems in Nigeria, some of which are armed robbery, prostitution, cultism, banditry, kidnapping, insurgency, political thuggery. Hooliganism, internet - fraudsters etc.

Therefore, there is need for quality entrepreneurship education for students to acquire appropriate skills, knowledge, attitude and interest that will make them to be job creators and the task to bring about desirable learning outcomes in entrepreneurial studies so as to achieve the nation's goals of entrepreneurship education rest on the teachers. In addition, the success of entrepreneurship education in secondary schools depends on teachers' variables. The role of teachers in the implementation of entrepreneurship education is indispensable among other school requisites like class size, financial resources and the school curriculum which is provided by government.

Furthermore, the implementation of the curriculum depends solely on the teachers. Carl (2009) posited that the most important person in the curriculum implementation process is the teacher. This shows that teachers are central to any curriculum implementation. It is therefore necessary for the newly introduced Federal Government policy on entrepreneurship education in secondary schools throughout Nigeria to be properly understood by the teachers who will teach it and fully be supported by the government for it to succeed. This will result in the reduction of the growing mass of unemployed secondary school graduates in the society.

In the educational sector, the teacher is recognized as the main actor in the implementation of entrepreneurship education that will be of benefit to the learner in becoming self-employed and as well-being useful to the society. The teachers' competence in the implementation of entrepreneurship education is to a large extent determined by the teachers experience and education. As an instructor, the teacher formulates instructional objectives/learning outcomes, identifies and organizes content, specifies methods, strategies and techniques, selection of instructional media resources on teaching aids, determination of sequence of instruction/ instructional procedures, evaluates progress made and decides what additional steps are needed to be taken to achieve the objectives of the lessons taught. The teacher's efforts towards effective lessons delivery are directed towards achieving the stated objectives of the lesson. The quality of secondary schools' output is a function of the teachers' effective implementation of entrepreneurship education. When the learner turns out to be self-employed, then can implementation of entrepreneurship education be said to have occurred.

Charney and Libecap (2000) suggest that the implementation of entrepreneurship education depends not only on the school organizational culture and structure but to a greater extent on the teachers' variables since they are the implementers of the planned entrepreneurial curriculum in school. Teachers' variable as used here refer to the qualities or elements that are liable to vary such as teachers' creativity, teachers' competency etc. Teachers' variables was defined by Ingersoll (2006) as measure of teachers qualification, teaching practice, teacher's certification, teacher's experience and teacher's experience and teaching preparation. Teachers' variables that can influence entrepreneurship education are the inherent trait and personality of a teacher which can improve the implementation of entrepreneurial education. This inherent characteristic which promotes the implementation of entrepreneurship comprise: teachers' personal creativity, teachers' competency etc. It is pertinent that



if these traits are well observed among teachers there will be an improvement in the level of entrepreneurship education implementation.

Creativity is the kind of thinking that leads to new insights, novels, approaches, fresh perspective and whole new ways of understanding and conceiving of things. Creativity can be nurtured and enhanced through the use of deliberate tools, techniques and strategies. Olatoye, Akintunde and Ogunsanya (2010) posited that creativity is an ability to make or bring to existence something new, whether new solution to a problem, a new method or device or a new artistic object or form. Teachers' creativity is an essential aspect of entrepreneurship education. Rasmi (2012) asserted that teachers' creativity is crucial to the success of entrepreneurship learning in the classroom. Pishghadam (2012) collaborated this by adding that teachers' creativity will make the climate and the learning atmosphere meaningful and exciting which in turn will make the students learn in a daze.

Teachers' creativity enables the students to act on available opportunities in ways which can result in competitive advantage. It can provide the basis for innovation and business growth which will in turn impact positively on the society. Therefore, teachers are required to be more creative in designing entrepreneurship education to achieve the expected goals. Hence, teachers' competency is imperative in the achievement of goals of entrepreneurship education.

Competency needs involve the identification of relevant knowledge and skills required in order to carry out a particular operation. According to Hobson (2008), competency involves having a sound knowledge of the subject matter and of the methods of effectively imparting the facts and skills relating to the subject. Adeniran (2007) observed that in relation to classroom instruction a competent teacher is one who carries out effective teaching. He emphasized that competency involves knowledge, skills, attitudes and judgment which are required for the successful performance of a task rather than all the components comprising the tasks. To achieve the school class size cannot be treated in isolation.

Class size in this context simply means the number of students being taught by entrepreneurship teachers in a school. Adeyemi (2008) and Ikelo (2011) refer to class size as an educational tool that can be used to describe the average number of students per class in a school. Across the globe, trends in education have reflected significant increases in student's enrolment (Ademola, Ogundipe and Babatunde, 2014). The authors further posited, that this is very evident in Nigeria with an upward trend in school enrolment at all levels of education after the civil war. The trend is common to most countries which have adopted and implemented to a large extent, the Education for All (EFA) policy of the United Nations. This has been a significant factor in the increase in students' population at all levels of the educational sector. Increased students' population has resulted in the problem of large class sizes and poor teacher to student's ratio for effective teaching and learning. Ehrenberg, Brewer, Gamoran and Williams (2001) argued that class size is not the same as pupil to teacher's ratio; hence there is a distinctive difference, with class size being the actual number of students taught by a teacher at a particular time.

However, in Akwa Ibom North West senatorial district being the researcher's area of study, it was observed that the teachers handling entrepreneurship education in public secondary schools in the state lack the personal creativity and competency which could enable them transfer entrepreneurial skills to students using unconventional teaching approaches. Teachers are therefore expected to possess the ability to articulate the contents of entrepreneurship education to enable them implement it. Also over crowded classes were observed in entrepreneurship classes in the area and this could affect how much time an entrepreneurship education teacher is able to give each student and their specific needs rather than as a group. And in the area too, secondary school leavers still graduate without acquiring skills that could make them self-employed despite having a well-structured entrepreneurship education in schools.

It is based on this premise that the present study is designed to assess the relationship between teacher's competency, teacher's creativity and class size as it relates with the implementation of



entrepreneurship education in Akwa Ibom North West senatorial district.

Statement of the problem

Entrepreneurship education is the surest means of attending education for self-reliance. Much of the interest that is centered on entrepreneurship education arises from the fact that it exposes students to career awareness and equips them with adequate skills for useful employment. Though government has structured entrepreneurship education to influence the lives of the students in the society after graduation from school, the country still observed many students and the entire society being white collar jobs dependent. Students are not obtaining the needed entrepreneurial skills in order to prepare them to become self - reliant as job creators in situations where paid jobs are unavailable or less lucrative, as well as the economic recession resulting in high unemployment rate. This has resulted in, social vices such as kidnapping, robbery, prostitution, fraud, kidnapping amongst others have become rampant among youths. In order to abate the ugly trend of high unemployment challenges soaring amongst young tertiary school graduates in Nigeria, education curricula were reviewed over time and series of efforts were equally made to ensure quality service delivering for quality assurance in the education programmes yet the prevailing trend of unemployment still seems intractable. In a bid to consider the problem, much emphasis is believed to be led upon the teachers as a major contributing factor to the decline in the proper implementation of entrepreneurship education in secondary school. Teachers are the key role upon which the objective of the national policy of education and several curriculum content in any subjects especially in secondary school could be achieved. The hope of achievement of this curriculum contents by the teachers has made teachers to be the spectacle upon which curriculum planners hopes that entrepreneurship program could be achieved. This has made lot stakeholder to belief that since teachers are qualified and certified to teach that they have the needed trait to thrive entrepreneurship education in many secondary schools today.

However, it is observed that many human resources that are used for teaching and learning of entrepreneurship in secondary schools lack personal creativity and competency would have enable them transfer entrepreneurial skills to students using unconventional teaching approaches that are based on action and practices. Again, large class size is another variable that could affect how much time an entrepreneurship teacher is able to give each student and their specific needs rather than as a group. No known study has been carried out on these variables (teachers' creativity, teachers' competency and class size) as it relates to the implementation of entrepreneurship education in public secondary schools in Akwa Ibom North West senatorial district. This has created a gap which, this study titled "School - Teachers' variables and the implementation of entrepreneurship education in public secondary schools in Akwa Ibom North West senatorial district" is poised to fill.

Purpose of the Study

The main purpose of the study is to determine the relationship between school - teachers' variables and the implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District. Specifically, the sought to determine;

1. The relationship between teachers' personal creativity and implementation of education in secondary in Akwa Ibom North West Senatorial District.
2. The relationship between teachers' competence and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District.
3. The relationship between class size and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District

Research Questions

The following research questions were raised to guide the study;

1. What is the relationship between teachers' personal creativity and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?



2. What is the relationship between teachers' competence and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?
3. What is the relationship between class size and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?

Research Hypotheses

To guide the study, the following null hypotheses were formulated and tested at 0.05 level of significance;

- 1 There is no significant relationship between teachers' personal creativity and the implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District
- 2 There is no significant relationship between teachers' competence and the implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District.
- 3 There is no significant relationship between class size and the implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District.

LITERATURE REVIEW

Theoretical/ Empirical framework

In this section, literature related to this study was reviewed under the following sub-headings; theoretical framework and empirical framework.

Theoretical Framework

This section reviewed two theories which include;

- Reasoned Action by Ajzen C. (1987),
- Entrepreneurship Theory by Schumpeter (1991). All theories were linked to the concept used for the study.

Theory of Reasoned Action by Ajzen C. (1987)

The theory stated that individuals consider behaviour's consequences before performing the particular behaviour. As a result, intention is an important factor in determining behaviour and behavioural change. The theory of reasoned actions has relevance to the study; this is deduced from the assumption that, a reason for behaviour induces the action of the teachers to implement entrepreneurship education in secondary school. A teacher that does not have the entrepreneurial spirit will not always be willing to teach entrepreneurship education in school. Also teachers creativity and teachers competency may be a reason for teachers to either implement entrepreneurship education or not.

Entrepreneurship Theory by Schumpeter (1991)

The theory stated that an entrepreneur is someone who established a new business to produce a new product or to make an old product in a new way. The entrepreneur takes the center stage of socioeconomic development. He takes the role of socioeconomic leader since he has the ability to decide, to direct, to push matters through.

This theory is of great importance and relevance to the present study. This is because the application of this theory to entrepreneurship education in Akwa Ibom North west will motivate students to become successful entrepreneur after graduation from school. The knowledge of this theory will also give teachers the awareness and understanding of the place and role of entrepreneurship in the society

**Empirical Framework****Teachers' Creativity**

Wibowo (2018) examined that Teachers' creativity is an important aspect of entrepreneurship education, to foster entrepreneurial intention. This study aims to investigate the impact of teachers' creativity and entrepreneurship education on vocational student's entrepreneurial intention. In total, 743 students from Public Vocational Secondary School (SMKN) at DKI Jakarta involved. As a result, three hypotheses were accepted, and one was rejected. This study carried out the findings: first, the teachers' creativity a positive direct impact on entrepreneurship education. Second, the entrepreneurship education a positive direct impact on the entrepreneurial intention. Third, entrepreneurship education mediates the impact of teachers' creativity on entrepreneurial intention. Meanwhile, the teachers' creativity did not directly impact on entrepreneurial intention. Although the results of this study found that teachers' creativity has no direct positive effect on entrepreneurship intentions, but can be the first step of further development research, so that the impact of teacher creativity can be felt directly by students.

Ibrahim (2015) investigated the influence of teaching creativity and entrepreneurship on employability of undergraduates and determined the difference in the entrepreneurial abilities to create new ventures amongst undergraduates in University of Lagos, Nigeria. It also determined the relationship between the teaching of creativity and entrepreneurship education on adaptability of university undergraduates to the changing Nigerian economy. These were with the view to improving the quality of entrepreneurship in higher education in the country. The study adopted a mixed research approach combining both descriptive survey and focus group designs. The sample comprised of an intact class of 1108 part 3 undergraduate students who registered for a compulsory course in entrepreneurship and corporate governance in the Rain Semester of 2012/2013 session. The instrument was a questionnaire which measured respondents' ratings of job-relevant skills and elicited suggestions for improving career skills among undergraduates. Data were analyzed using Pearson Product Moment correlation and One-Way Analysis of Variance (ANOVA) at 0.05 level of significance. The results showed that there existed a significant influence of teaching creativity and entrepreneurship on employability of undergraduates, and adaptability to the changing economy. Also, a non-significant difference existed in the entrepreneurial abilities to create new ventures amongst undergraduates in University of Lagos. It was concluded that a practical course involving either hands-on-learning in the classroom or training on-the-job is imperative as a way for undergraduates to learn and continuously update their skills.

Class Size

Grobera (2013) sought to know teachers perception in teaching large class size at the under graduate first year regular students in some selected private end public learning institution in Eastern Ethiopia and its implications on quality education. The study employed 211 teachers randomly selected among public and private higher learning institutions in Eastern Ethiopia. The instruments used were questionnaire and unstructured observational check list for data collection. The frequency count, mean score, percentage, standard deviation and one-way Analysis of Variance (ANOVA) statistical tools were employed for data analysis. The study found out that the lecturers were not favourably disposed to teach in classes with large class size. The teachers put forward their inability to engage the students in practical work, as the main point, less concentration from students, teacher-centered teaching, low participation by students and heavy demand on school facilities and instructional materials as others.

James (2016), an attempt was made to investigate the effect of class size in effective teaching and learning in Junior Secondary school students in IkpobaOkha Local Government Area of Edo



State. The methodology used was a questionnaire administered on the respondents. The questionnaire was completed and the responses converted to frequencies and analysis using means. The study showed that class size was a determining factor for effective teaching and learning in secondary schools in IkpobaOkha Local Government Area of Edo State.

Teachers' Competence

Nmina (2012) investigated the influence of teachers' competence on students' academic performance in senior secondary chemistry. A random sampling technique was used to select 6 secondary schools out of 10 secondary schools in Tai L.G.A of River State. 200 students, 20 teachers and 6 principals were used in the study. A survey design was adopted for teachers' competence questionnaire (TCQ) and chemistry achievement test (CAT) were used to gather Data for the study. Data were analysed using the Pearson Product Moment Correlation (PPMC) and t- test. Results revealed that there is significant relationship between teachers' competence and students' academic performance in chemistry. Chemistry students taught by experienced teachers performed significantly better than those taught by inexperienced teachers.

Chime (2013) investigated teachers' competencies in the teaching of entrepreneurship Education in secondary schools in Enugu education zone. The purpose was to determine the skills possessed by the teachers in the teaching of entrepreneurship education in schools. Descriptive research design was adopted for the study. The population consisted of 106 made of 26 principals and 80 teachers teaching entrepreneurship education in the secondary schools in the area. No sampling as all the teachers and principals in the area were used for the study. The mean and standard deviation were used to answer the research questions whereas the t-test statistic were used to test the two null hypotheses formulated at 0.05 level of significance. The study showed among others, inadequacy of teachers, poor skills among them, and inadequate instructional materials in the teaching of entrepreneurship education in schools. There is significant difference in the mean ratings of male and female teachers on the skills for the teaching of entrepreneurship education in secondary schools. There is significant difference in the mean ratings of urban and rural teachers on the method of teaching adopted in teaching entrepreneurship education in secondary schools. Based on the findings, the study made some useful recommendations and conclusions.

Research Method

Design of the Study

The study adopted correlational research design. A correlational research design was employed to examine the relationships between school - teacher's variables and the implementation of entrepreneurship education.

Population of the Study

The population included 2,793 teachers and 5,967 SS1 students across 86 public secondary schools in the district (Source: Ministry of Education, 2019).

Sample and Sampling Technique

The sample of this study consisted of 503 teachers being 82% of the teachers selected from the population of the selected schools, and 1006 of the students selected from the population. To arrive at this, a multi stage sampling technique was used. Firstly, the areas covered were identified such as Abak, Essien Udim, Etim Ekpo, Ikono, Ika, Ini, Ikot Ekpene, ObotAkara, Oruk Anam and Ukanafun. Two schools were randomly picked from each local government area using hat and draw method. After which, simple random sampling technique was used to randomly select 1006 students using hat and draw method from across the selected schools. Two students rated each teacher.



Instrumentation

Two researcher developed instruments titled ‘School Teachers Variable Questionnaire’ (STVQ) and ‘Entrepreneurship Implementation Scale’ (EIS) were used for the data collection. The two instruments were on four-point scale thus: SA =Strongly Agree, A =Agree, D = Disagree, SD = Strongly Disagree. Scoring of the response was as follows. SA- 4 points, A- 3 points, D- 2 points and SD - 1point for positive worded questions, while the negative items will be scored in the reverse order.

Validation of the Instrument

To ensure face validity of the two research instruments. These instruments were validated by two lecturers from the Department of Curriculum Studies, Educational Management and Planning University of Uyo, Uyo, and one expert in Educational Evaluation from the Department of Educational Foundations, Guidance and Counseling, Faculty of Education, University of Uyo.

Reliability of the Instrument

A pilot test involving 30 non-sample respondents yielded Cronbach Alpha coefficients of 0.84 (TVQ) and 0.80 (EIS), confirming acceptable internal consistency (Nachmias & Nachmias, 2009).

Method of Data Collection

After obtaining an official letter from the Head of Department, the researcher sought permission from school authorities and administered the questionnaires with help from school research assistants. Students were instructed on how to complete the forms and when completed were retrieved immediately. All 1,006 copies were retrieved, achieving a 100% response rate.

Method of Data Analysis

Data were analyzed using Pearson Product Moment Correlation (PPMC). The r-values were used to answer research questions and test hypotheses at 0.05 significance level. The hypotheses was rejected if $p \leq 0.05$, and accepted if $p > 0.05$.

Data Analysis and Results

The results obtained were analyzed in line with the research questions and hypotheses formulated to direct the study. Each of the hypotheses was tested at 0.05 level of significance

Analysis of Research Questions

Research Question 1

What is the relationship between teachers’ personal creativity and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?

Table1; Correlation between Teachers’ Personal Creativity and Implementation of Entrepreneurship Education n = 503

Variables	$\frac{\sum X}{\sum Y}$	$\frac{\sum X^2}{\sum Y^2}$	$\sum XY$	r-value	Remark
Teachers’ Personal Creativity	7034	100982	207202	.77	High positive relationship
Implementation of Entrepreneurship Education	14590	429660			

Source: Researcher’s Fieldwork (2021)



The result in Table 4.1 indicates that the correlation between teachers’ personal creativity and implementation of entrepreneurship education is .77. This value indicates that there is a high positive relationship between teachers’ personal creativity and implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District. This implies that increase in teachers’ personal creativity leads to increase in implementation of Entrepreneurship Education

Research Question 2

What is the relationship between teachers’ competence and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?

Table 2: Correlation between Teachers’ Competence and Implementation of Entrepreneurship Education n = 503

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-value	Remark
Teachers’ competence	7556	116238	222458	.78	High positive relationship
Implementation of Entrepreneurship Education	14590	429660			

Source: Researcher’s Fieldwork (2021)

The result in Table 4.2 indicates that the correlation between teachers’ competence and implementation of entrepreneurship education is .78. This value indicates that there is a high positive relationship between teachers’ competence and implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District. This implies that implementation of entrepreneurship education increases with increase in teachers’ competence

Research Question 3

What is the relationship between class-size and implementation of entrepreneurship education in secondary in Akwa Ibom North West Senatorial District?

Table 3: Correlation between Class Size and Implementation of Entrepreneurship Education n = 503

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-value	Remark
Class Size	7385	110537	216084	.51	Moderated positive relationship
Implementation of Entrepreneurship Education	14590	429660			

Source: Researcher’s Fieldwork (2021)

The result in Table 4.3 indicates that the correlation between class size and implementation of entrepreneurship education is .51. This value indicates that there is a moderate positive relationship between class size and implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District. This implies that as class size increases, implantation of entrepreneurship decreases



Test of Hypotheses

Hypothesis 1

There is no significant relationship between teachers’ personal creativity and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Table 4: Pearson Product Moment Correlation of Teachers’ Personal Creativity and Implementation of Entrepreneurship Education

Variables	Df	r-cal.	p-value	Decision at $p \leq 0.05$
Teachers’ Personal Creativity	501	0.77	0.000	Significant
Implementation of Entrepreneurship Education				

Source: Researcher’s Fieldwork (2021)

The result in Table 4.4 indicates that the calculated r-value of 0.77 between teachers’ personal creativity and implementation of entrepreneurship education is significant since the calculated p-value of .000 is less than .05 at 501 degrees of freedom and .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant relationship between teachers’ personal creativity and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District is rejected. Hence, there is significant relationship between teachers’ personal creativity and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Hypothesis 2

There is no significant relationship between teachers’ competence and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Table 5: Pearson Product Moment Correlation of Teachers’ Competence and Implementation of Entrepreneurship Education

Variables	Df	r-cal.	p-value	Decision at $p \leq 0.05$
Teachers’ Competence	501	0.78	0.000	Significant
Implementation of Entrepreneurship Education				

Source: Researcher’s Fieldwork (2021)

The result in Table 4.5 indicates that the relationship between teachers’ competence and implementation of entrepreneurship education is significant since the p-value of 0.000 is less than 0.05 at 501 degrees of freedom and .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant relationship between teachers’ competence and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District is rejected. Hence, there is significant relationship between teachers’ competence and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Hypothesis 3



There is no significant relationship between class size and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Table 6: Pearson Product Moment Correlation of Class Size and Implementation of Entrepreneurship Education

Variables	Df	r-cal.	p-value	Decision $p \leq 0.05$
Class Size	501	0.51	0.000	Significant
Implementation of Entrepreneurship Education				

Source: Researcher’s Fieldwork (2021)

The result in Table 4.6 indicates that the relationship between class size and implementation of entrepreneurship education is significant since the p-value of 0.000 is less than the critical value of 0.05 at 501 degrees of freedom and .05 levels of significance. Therefore, the null hypothesis which stated that there is no significant relationship between class size and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District is rejected. Hence, there is significant relationship between class size and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District.

Discussion of Findings

This discussion of finding is based on the result of the analysis done under the following subheadings

Teachers’ Personal Creativity and Implementation of Entrepreneurship Education

The study found a significant relationship between teachers’ personal creativity and the implementation of entrepreneurship education. Creative teachers are more likely to enhance entrepreneurship education by helping students identify opportunities and apply learning to real-life contexts, unlike less creative teachers who may rely solely on textbook content. This aligns with Wibowo (2018), who reported a positive direct impact of teachers’ creativity on students’ entrepreneurial intention, and Ibrahim (2015), who found that teaching creativity significantly influences entrepreneurship among University of Lagos undergraduates.

Teachers’ Competence and Implementation of Entrepreneurship Education

The study revealed a significant relationship between teachers’ competence and the implementation of entrepreneurship education. Competent teachers are more effective in applying their experience to clarify concepts, motivate students, and initiate real-life applicable activities, whereas less competent teachers may struggle to make such connections. This finding aligns with Ndima (2012), who reported a significant effect of teachers’ competence on students’ academic performance.

Class Size and Implementation of Entrepreneurship Education

The study found a significant relationship between class size and the implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District. Although the use of both positive and negative indicators led to a moderate relationship, the results still suggest that smaller class sizes support better implementation. Teachers in smaller classes can more easily identify students’ interests and abilities, while larger classes limit such personalized engagement. This finding supports James (2016), who reported that class size was a key factor for effective teaching



and learning in secondary schools in Ikpoba Okha Local Government Area of Edo State.

Conclusion

Based on the findings of the study, it was concluded that creative teachers with high competence are needed for proper implementation of entrepreneurship education in secondary schools in Akwa Ibom North West Senatorial District. It also concluded that small class size should be kept in school for proper implementation of entrepreneurship education.

Recommendations

The following recommendations were made based on the findings of the study;

1. Teachers with high creativity should be selected by employers of labor to teach entrepreneurship education.
2. Small class size should be adopted by Government for effective implementation of entrepreneurship education curriculum in Akwa Ibom North West Senatorial District.
3. Teachers with low competence should take up in-service training in order to improve their competence skills for effective implementation of entrepreneurship Education.



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