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EDITORIAL

Nigeria Journal of Education, Health and Technology Research (NJEHETR) is an exceptional interdisciplinary academic Journal. It aims at linking research findings in Health, Environment, Science and Technology to the improvement and development of Education in Nigeria and abroad. The Journal considers for publication scholarly and well researched articles, viewpoints and reports on current issues from other related fields that will enhance academic development.

The knowledge, creative ideas and skills provided by seasoned contributors to this Journal will in no small measure help to enhance sustainable improvement in the quality and development of all aspects of life and learning environment.

Editor-in-chief

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INFLUENCE OF ENTREPRENEURSHIP EDUCATION ON THE FUTURE CAREER OF ADOLESCENTS IN SENIOR SECONDARY SCHOOLS IN KWARA STATE.

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Abstract

The study investigated the influence of entrepreneurship education on the future career of adolescents in senior secondary school Ilorin South. Five (5) research question were raised and one (1) hypotheses formulated and tested at 0.05 levels of significance. Survey research design was adopted for the study. The total population was one thousand five hundred and fifty four (1554). The sample for the study comprised one hundred and fifty adolescents from three senior secondary schools constituting 9.7% of the population using proportionate sampling technique. Entrepreneurship Education and Future Career Questionnaire (EEFCQ) was used for data collection. Research questions were analysed using frequencies, percentages, mean ($\bar{x}$) and standard deviation (SD). The null hypotheses formulated was tested with Analysis of Variance (ANOVA). The hypotheses was tested at 0.05 level of significance. 57(38%) males and 93 (62%) females participated in the study. The findings revealed that entrepreneurship education will influence career development, help students develop new ideas ($\bar{X}=3.47$, 90%) and have a new approach ($\bar{X}=3.55$, 96%) for career development. The findings of the hypothesis shows that entrepreneurship education significantly influence career development of adolescents ($P < 0.05$). The study concludes that entrepreneurship education significantly influence career development of adolescents in secondary schools and helps in future career choice. The study recommends development of a sound curriculum for entrepreneurship education in all secondary schools with qualified teachers employed and provided with adequate equipment.

Keywords: Entrepreneurship education, future career, adolescent, senior secondary school

Introduction

Nigeria is faced with various problems among which are graduate unemployment, underemployment, poverty, crime, and other social vices, which are as a result of economic meltdown, which needs urgent consideration. Entrepreneurship means willingness to take risk and develop, organize and manage a business venture in a competitive global market place that is constantly evolving. The Commission Communication (2006) defined entrepreneurship education as the individual ability to turn ideas into action. It includes creativity, innovation and risk taking as well as the ability to plan and manage projects in order to achieve objectives.

United Nation Educational, Scientific and Cultural Organization (UNESCO) (2008) stated that entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds. An entrepreneur is an initiator, risk bearer, marketer, promoter and manager of a new business enterprise. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. For an individual to meet up with the demands of the society he needs some skills; with these skills, he can explore his environment for the betterment of both himself and the larger society.

The social dimension of vocation is in form of preparation of individual for the world of work, and based on this, vocational education is found in all societies that have occupational structures. It is reasoned therefore that it is only through entrepreneurship education programme that adolescents in senior secondary school level will be introduced to self-employment. According to Njoku and Nwosu (2010) and Anyakoha, & Eluwa (2009) entrepreneurship education deals with the acquisition of right habits, attitudes, and the skills as well as means of surviving in the face of unemployment.

Entrepreneurship education can be oriented towards different ways of realizing opportunities. Through the teaching of entrepreneurship skills, it is believed that our adolescents in senior secondary school level would assume more responsibilities in job creation and giving a sharper focus on the field to the students on graduation to be useful to them and functional to the Nation.

Ayodele (2006) is of the opinion that school based enterprises should be where students identify potential business plan and create small business using the school as backup and that schools should improve on the amount of time given to entrepreneurial education. Self-employment is becoming increasingly important because of its relevance in the global processes of job creation and economic growth (Audretsch, 2003; Wennekers & Thurik, 1999). In modern liquid societies, our lives and careers are becoming ever more unpredictable and uncertain (Baumol, 2002).

Adolescents are defined by the World Health Organization (WHO) as persons aged 10-19 years. This age range falls within WHO's definition of young people, which refers to individuals between ages 10 and 24. Adolescent period is a time when many young people take the opportunity to assess themselves as well as begin the process of seeking out their own personal identities. A career is often composed of the jobs held, titles earned and work accomplished over a long period of time, rather than just referring to one position. A Career is a sequence of positions held by a person during the course of a life time. Baumol, (2002) have consistently painted a gloomy picture of the unemployment situation in Nigeria. The issue of unemployment is not peculiar to Nigeria, as it is a global issue. Countries have taken many measures, yet the

problem is increasing every day. Entrepreneurship education which required developing skills has been identified as a means of making students self-reliant.

These skills need to be developed and their development needs adequate knowledge of entrepreneurship education. The researchers observed that despite the bold step taken by the government in including entrepreneurship education into the school curriculum and the huge financial resources invested in procuring tools and equipment for vocational/technical workshops; there is still high rate of unemployment among school leavers and college graduates. This study therefore, seeks to ascertain the influence of entrepreneurship education on the future career of adolescents in senior secondary schools. The findings of this study are expected to be of immense significance to the adolescents, families, teachers, schools, researchers and the society.

Research Questions:

The following questions were raised to guide the study:

1. What are the types of entrepreneurs that can be promoted at senior secondary school?
2. Does entrepreneurship education influence career development of adolescents at senior secondary school?
3. What are the ways of promoting entrepreneurship education at senior secondary school?
4. What are the challenges confronting schools in promotion of entrepreneurship education?
5. What are the types of careers that can be encouraged from entrepreneurship education?

Hypothesis of the Study

H0₁. Entrepreneurship education will not significantly influence career development of adolescent

Methodology:

Design of the Study: This study adopted a descriptive survey research design.

Population of the Study: The total population for this study comprises One Thousand Five Hundred and Fifty Four (1,554) students from three senior secondary schools in Ilorin South, Kwara State. **Source:** (Teaching Service Commission, Kwara State, 2019)

Sample and Sampling Techniques: Proportionate sampling techniques was used to select 150 adolescents as sample size for this study. This makes 9.7% of the total population. Researchers suggested that 5-30% of the population making up the sample is reasonably adequate and representative of the population. (Ali, 2006).

Instrument for Data Collection: Entrepreneurship Education and Future Career Questionnaire (EEFCQ). was the instrument used. The Questionnaire was developed by the Researcher based on objectives, research question and research hypothesis. Responses of each item was rated on a "4-point" scale ranging from (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree) scaled 4 to 1, respectively. The questionnaire was face validated by three experts in Home Economics. The instrument was subjected to reliability test using Cronbach Alpha statistics. The reliability co-efficient obtained was .839. The questionnaires were administered to adolescents

in senior secondary school in Kwara State. 150 questionnaires were administered and 100% was retrieved.

Data Analysis

Descriptive and inferential statistics such as frequencies, percentages, mean ($\bar{x}$) and standard deviation (SD) were used for analysis of the research questions. The null hypothesis formulated were tested with Analysis of Variance (ANOVA). Hypotheses were tested at 0.05 level of significance. The decision rule mean score was based on the four point rating scale of 2.50 by which a mean rating of an item by the respondents equal to or above 2.50 was taken as agreed while less than 2.50 was taken as disagreed.

Results based on research question and hypotheses

Socio demographic characteristics of respondents reveals that 57(38%) of the respondents were males while 93 (62%) were females. Furthermore 25 (16.7%) of the respondents were within 12 and 13 years of age, 86 (57.3%) shows the age were between 14 and 16 years respectively while 39 (26%) were above 17 years of age.

Analysis of the Research Questions

Research question 1: What are the types of entrepreneurship that can be promoted at senior secondary school?

Table 1: Mean ratings and standard deviation of types of entrepreneurship education that can be promoted in senior secondary schools

Entrepreneurship education	Agree %	Disagree	Mean	Std. Deviation	Remark
Trading (wholesalers)	110 (73.3)	40 (26.7)	2.97	0.91	Agree
Trading	111 (74)	39 (26)	2.96	0.91	Agree
entrepreneur(Retailers)					
Agricultural entrepreneur	126 (84)	24 (16)	3.15	0.85	Agree
(Farmers)					
Agricultural entrepreneur	116 (77.4)	34(22.7)	3.04	0.90	Agree
(Agricultural technologist)					
Manufacturing	116 (77.3)	34 (22.7)	3.15	0.88	Agree
entrepreneurs (Production manager)					
Technical entrepreneurs	120 (80)	30 (2)	3.12	0.85	Agree
(Electrician)					
Non-technical entrepreneurs	110 (73.3)	40 (26.7)	2.95	0.86	Agree
Private entrepreneurs (Event planner)	124 (82.7)	26 (17.3)	3.22	0.86	Agree
Innovators (Food	119 (79.3)	31 (20.7)	3.13	0.90	Agree
technologist)					
State entrepreneurs	98 (65.3)	52 (34.6)	2.87	1.00	Agree
(Contractors)					

Imitative entrepreneurs (Food scientists)	115 (76.7)	35 (23.4)	3.11	0.91	Agree
Based on size (Small scale)	118 (78.7)	32 (21.3)	3.10	0.82	Agree
Based on size (Medium scale)	115 (76.7)	35 (23.3)	3.10	0.86	Agree
Based on size (Large scale)	122 (81.3)	28 (18.7)	3.20	0.87	Agree

The figure in parenthesis are in percentages

Table 1 shows the respondents responses on types of entrepreneurship education that can be promoted in senior secondary schools. A mean of 2.50 was used as decision rule. Any item whose mean score was ≥ 2.50 was considered as agreed to be a type of education promotable while all those below the mean of <2.50 were not accepted. From the table, the respondents agreed that agricultural entrepreneur in the case of farmers was worthy of promotion in secondary schools ($\bar{X}=3.15$, 84%). They also agreed that manufacturing entrepreneurs as production managers could be promoted ($\bar{X}=3.15$, 77.3%). Technical entrepreneurship as electrician was also agreed to be a promotable education in secondary schools by the respondents ($\bar{X}=3.12$, 80%). Also, the respondents agreed that private entrepreneur as event planners ($\bar{X}=3.22$, 82.7%), innovators as food technologists ($\bar{X}=3.13$, 79.3%), imitative entrepreneurs as food scientists ($\bar{X}=3.11$, 76%), small scale entrepreneurship ($\bar{X}=3.10$, 78.7%), medium scale entrepreneur ($\bar{X}=3.10$, 76.7%) and large scale entrepreneurship education ($\bar{X}=3.20$, 81.3%) were all promotable entrepreneurship education in secondary schools.

Research Question 2: Does entrepreneurship education influence career development of adolescent at senior secondary school?

Table 2: Mean ratings and standard deviation of influence of entrepreneurship education on career development of adolescent at senior secondary schools.

Influence of entrepreneurship education	Agree	Disagree	Mean	Std. Deviation	Remark
All entrepreneurship students are committed to entrepreneurial goals as a result of education received	135 (90)	15 (10)	3.37	0.73	Agree
Entrepreneurship education will make students develop new career processes	142 (94.7)	8 (5.3)	3.46	0.64	Agree
Entrepreneurship education will help students develop new ideas for career development	135 (90)	15 (10)	3.47	0.71	Agree
Entrepreneurship education will help students develop entrepreneurial knowledge and skills	141 (94)	9 (6)	3.51	0.70	Agree

Entrepreneurship education will make students have a new approach to career development	144 (96)	6 (4)	3.55	0.60	Agree
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The figure in parenthesis are in percentages

Table 2 shows the respondents agreed that entrepreneurship education will help students develop new ideas for career development ($X=3.47$, 90%), entrepreneurship education will help students develop entrepreneurial knowledge and skills ($X=3.51$, 94%) and that entrepreneurship education will make students have a new approach to career development ($X=3.55$, 96%).

Research Question 3: What are the ways of promoting entrepreneurship education at senior secondary school?

Table 3: Mean ratings and standard deviation of ways of promoting entrepreneurship education at senior secondary schools.

Ways of promoting entrepreneurship education	Agree	Disagree	Mean	Std. Deviation	Remark
Introduction of entrepreneurship education into the school curriculum	140 (93.3)	10 (6.7)	3.53	0.64	Agree
Availability of well trained teachers	139 (92.7)	11 (7.3)	3.53	0.70	Agree
Availability of facilities/equipment's required	137 (91.3)	13 (8.7)	3.50	0.70	Agree
Boosting students interest towards entrepreneurship education	139 (92.7)	11 (7.3)	3.43	0.65	Agree
Creating awareness of entrepreneurship education	133 (88.7)	17 (11.3)	3.38	0.72	Agree

The figure in parenthesis are in percentages
Table 3 shows respondents agreed that introduction of entrepreneurship education into the school curriculum was one of the ways to promoting entrepreneurship education at senior secondary schools ($X=3.53$, 93.3%). They also agreed that availability of well trained teachers ($X=3.53$, 92.7%) and availability of facilities and equipment's required ($X=3.50$, 91.3%) were ways by which entrepreneurship education can be promoted in secondary schools.

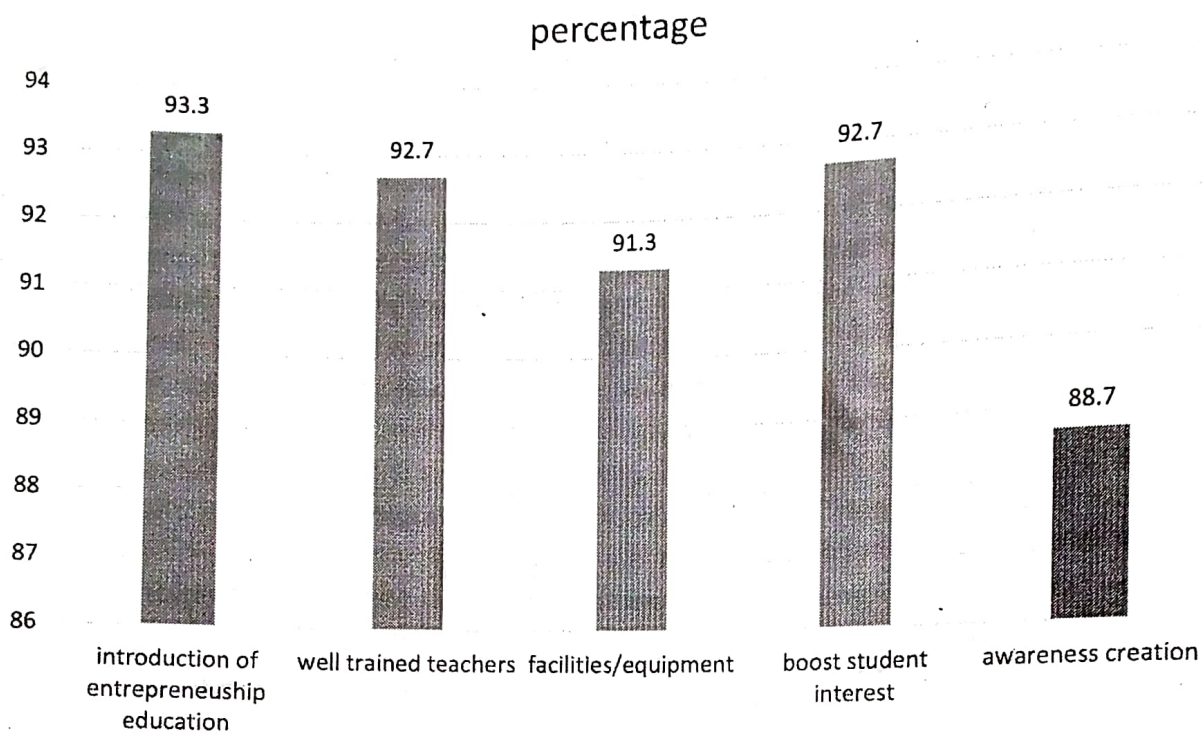


Figure 1: ways of promoting entrepreneurship education

Research Question 4: What are the challenges confronting schools in promotion of entrepreneurship education?

Table 4: Mean ratings and standard deviation of challenges confronting schools in promotion of entrepreneurship education.

Challenges confronting schools in promoting entrepreneurship education	Agree	Disagree	Mean	Std. Deviation	Remark
Lack of funds	133 (88.6)	17(11.4)	3.35	0.80	Agree
Lack of well trained teachers	129 (84)	24 (16)	3.27	0.84	Agree
Parent's consent	106 (70.7)	44 (29.3)	3.00	0.97	Agree
Non availability of required space for entrepreneurship education courses	128 (85.3)	22 (14.7)	3.27	0.81	Agree
Inadequate facilities/equipment's	127 (84.7)	23 (15.3)	3.32	0.90	Agree

The figure in parenthesis are in percentages

The above table 4 indicated that the respondents agreed that lack of funds ($\bar{X}=3.35$, 88.6%), lack of well trained teachers ($\bar{X}=3.27$, 84%), non-availability of required space for entrepreneurship training courses and inadequate facilities/equipments ($\bar{X}=3.32$, 84.7%) were the challenges militating against the promotion of entrepreneurship education in secondary schools.

Research Question 5: What are the types of career that can be encouraged from entrepreneurship education?

Table 5 : Mean ratings and standard deviation of types of career that can be encouraged from entrepreneurship education.

Types of career	Agree	Disagree	Mean	Std. Deviation	Remark
Photography	133 (88.7)	17 (11.3)	3.38	0.72	Agree
Tie and dye	137 (91.3)	13 (8.7)	3.37	0.72	Agree
Hairstyling	134 (89.3)	16 (10.7)	3.33	0.77	Agree
Makeup and gele tying	139 (92.7)	11 (7.3)	3.40	0.72	Agree
Bead making	142 (94.7)	8 (5.3)	3.50	0.66	Agree
Catering services	143 (95.3)	7 (4.7)	3.57	0.66	Agree
Fashion designing	143 (95.3)	7 (4.7)	3.52	0.62	Agree
Hat making	135 (89.3)	15 (10.7)	3.30	0.76	Agree
Animal husbandry	126 (84)	24 (16)	3.18	0.80	Agree
Interior decoration	130 (86.7)	20 (13.3)	3.27	0.84	Agree
Shoe making	139 (92.7)	11 (7.3)	3.38	0.67	Agree
Bag making	136 (90.7)	14 (9.3)	3.38	0.72	Agree
Bag making	130 (80.7)	20 (13.3)	3.29	0.79	Agree

The figure in parenthesis are in percentages

Table 5 shows respondents agreed that photography ($\bar{X}= 3.38$, 88.7%), tie and dye ($\bar{X}=3.37$, 91.3%), makeup and gele tying ($\bar{X}=3.40$, 92.7%), bead making ($\bar{X}=3.50$, 94.7%), catering services ($\bar{X}=3.57$, 95.3%), fashion designing ($\bar{X}=3.52$, 95.3%), shoe making ($\bar{X}=3.38$, 92.7%) and bag making ($\bar{X}=80.7$, 3.38) are careers that can be encouraged through constant interaction between the students and the school to boost entrepreneurship education at several levels of education.

Hypothesis Testing

H₀₁: Entrepreneurship education will not significantly influence career development of Adolescent

Table 6: Analysis of the influence of entrepreneurship education on career development of adolescents.

Groups	Sum of Squares	Df	Mean Square	F	P-value	Decision
Between Groups	2.471	2	0.824	0.177	.000	Rejected
Within Groups	680.362	146	4.660			
Total	682.833	149				

P < 0.05

As shown on Table 6, the results of the analysis of the influence of entrepreneurship education on career development of adolescents shows F-value of 0.177 and a P-value of .000. Since the P-value is less than 0.05 alpha level of significance ($p < 0.05$), the null hypothesis which states that entrepreneurship education will not significantly influence career development of adolescent was therefore rejected. This implies that entrepreneurship education will significantly influence adolescents' career development.

Discussion

This study investigated the influence of entrepreneurship education on the future career of adolescents in senior secondary school in Ilorin south, Kwara State. The demographic distribution of the respondents showed that most of the respondents were females constituting about 62% of the total sample. Most of the respondents were between ages 14 and 16 years of age. Gottleib and Ross (1998) opined that entrepreneurs are made and not born and elements of entrepreneurship can be taught and learnt. At a young age.

Results of the findings of research question one revealed that the types of entrepreneurship that can be promoted in senior secondary school includes agricultural related ventures (farming), manufacturing ventures (production managers) and Technical entrepreneurs (Electrician) Kuratko (2005) corroborates the findings of this study when he asserted that professional managers are made through education and training this may be because entrepreneurship is particularly an important and relevant discourse in the Nigerian economy currently where jobs are grossly inadequate and graduates are wandering around doing nothing. The findings of research question two revealed that entrepreneurship education influences the career development of adolescents in senior secondary school as respondents are of the pinion that it helps students to develop new ideas for career development, helps students develop entrepreneurial knowledge and skills and it makes students have a new approach to career development. This findings agreed with Amoor (2008) who opined that entrepreneurship education will provide the students with the opportunities to identify and develop a range of skills and attributes that will be of use to creating and shaping their future by experiencing both business and work environments. This might be because in senior secondary schools, students are trained to make a choice from career to pursue after graduation in order to become entrepreneurs) rather than job seekers.

The result of research question three revealed that entrepreneurship education can be promoted in senior secondary school through introduction of entrepreneurship to school curriculum, well trained teachers, provision of facilities and equipment for entrepreneurship education.

The findings of research question four revealed that respondents believe challenges confronting schools in the promotion of entrepreneurship education includes: lack of funds, lack of well-trained teachers, non-availability of required space and inadequate facilities or equipment. There is need for substantial funds for teachings in practical terms for entrepreneurial education in order to produce successful entrepreneurs.

The findings agreed with the affirmation of Agbonlahor (2016) that the capacity of teachers that teach entrepreneurship education in most tertiary institution is the reason for poor quality delivery. This finding is also in concordance with Enu (2012) who reveals that most instructors are not entrepreneur but people with training in business studies and related disciplines.

Findings of research question five revealed that the types of career that can be encouraged from entrepreneurship education includes; photography, tie and dye, makeup and gele tying, bead making, catering services, fashion designing, shoe making and bag making. Results of the hypothesis shows that entrepreneurship education will significantly influence career development of adolescent. This is in consonant with Amoor (2008) who affirmed that entrepreneurship education will provide the students with the opportunities to identify and develop a range of skills and attributes that will be of used to creating and shaping their future by experiencing both business and work environments.

Conclusion

Based on the findings, the study concludes that entrepreneurship education has influence on career development of adolescents in secondary schools and helps them in their selection of a future career. This implied that any information provided to students through entrepreneurship education has the ability of transforming their mindset towards future endeavours and guiding their decisions in career development and choice.

Recommendations

Based on the findings the following recommendations are made,

1. All schools should be actively involved in entrepreneurship education
2. More qualified teachers in the various entrepreneurial subjects should be employed,
3. Equipment and tools for entrepreneurship education should be provided in schools.
4. Technicians should be trained for maintaining and repair of all the equipment in the school.
5. Entrepreneurship education should be well funded and sponsored.
6. A sound curriculum should be developed for entrepreneurship education
7. Adequate time need to be assigned to the course and facilities should be provided to improve on entrepreneurship education in secondary schools.

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