

TEACHERS' TRAITS AND DELIVERY OF ENTREPRENEURSHIP EDUCATION IN JUNIOR SECONDARY SCHOOLS IN RIVERS STATE.

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Abstract

The study investigated teachers' traits and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State. Two research questions and two hypotheses were formulated for the study. The design adopted for the study was the correlational design. The population of the study was the 12,606 teachers in the 203 public junior secondary schools in the 23 Local Government Areas of Rivers State, out of which 388 were sampled for the study. Data for the study was collected through two 60- item questionnaires titled "Teachers' Traits Questionnaire (TTQ) and Delivery of Entrepreneurship Education Questionnaire (DEEQ)". The questionnaire was validated and the reliability index was 0.76 and 0.73 using Pearson Product Moment Correlation Statistics. Pearson Product Moment Correlation (r) statistics were used to answer the research questions while regression analysis of variance was used to test the hypotheses at 0.05 level of significance. The findings of the study revealed among others that there is no significant relationship between communication and delivery of entrepreneurship education in junior secondary schools in Rivers State. Also, that there is no significant relationship between subject mastery and delivery of entrepreneurship education in junior secondary schools in Rivers State. Based on the findings, the study recommended that teachers in public junior secondary schools in Rivers State should communicate and interact well with other staff to sustain the delivery of entrepreneurship education. They should know the subjects they are teaching very well and become masters in them by engaging in trainings and seminars.

Keywords: Teachers' Trait, Entrepreneurship, Entrepreneurship Education, Junior secondary schools

Introduction

Education is an important aspect of societal factor that raises more and more problems that are reflected in the entire process of teaching. The ability of the teacher to be liked, to motivate students, to help them learn and assimilate information received depends on the quality of teaching and learning. Teacher attitudes, behaviours and beliefs (traits) have a significant impact on student's cognitive acquisitions. In a quasi-retrospective longitudinal research, Walker (2008) identifies twelve characteristics of an effective teacher needed for students to behave appropriately and acquire the information received. These features are: preparation, positive attitude, high expectations, creativity, fairness, personal touch, developing a sense of belonging, accepting mistakes, respect for students, forgiving attitude and compassion. An effective teacher is one who does things right. They plan their lesson, prepare the learning environment, conduct proper lesson introductions, ask questions, and use instructional media material. Effectiveness in teaching is much more than just doing things right. The effective teacher touches the lives of students.

The teacher is the representative of the content and the school. How a teacher presents himself makes an impression on administrators, colleagues, parents, and students. Often a student links the preference to a particular subject to a teacher and the way the subject was taught. A teacher who exudes enthusiasm and competence for a content area may transfer those feelings to the students. In addition, how the teacher relates to the pupils has an impact on the students' experience in the class. The teacher's personality is one of the first sets of characteristics to look for in an effective teacher. Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality. Effective teaching combines the essence of good classroom management, organization, effective planning, and the teacher's personal characteristics.

The classroom presentation of the material to the students and provision of experiences for the students to make authentic connections to the material are vital. The effective teacher facilitates the classroom like a symphony conductor who brings out the best performance from each musician to make a beautiful sound. In a study conducted in 2003, Koutsoulis in Scrivner (2009) found that students listed the qualities of effective teachers to include features such as: friendliness, forgiveness, respect, compassion, fairness and attitude comprehension. In the case of the classroom, each student achieves instructional goals in a positive classroom environment that is supportive, challenging, and nurturing of those goals. The best lesson plan is of little use if the classroom management component is lacking or the teacher lacks rapport with the students.

Implementing instruction is like opening night at the theater where all the behind-the-scenes work is hidden and only the magic is seen by the audience.

Effective teachers seem to achieve classroom magic effortlessly. The trained observer, on the other hand, is likely to feel great empathy and appreciation for the carefully orchestrated art of teaching. Effective teachers have a sense of how each student is doing in the classes that they teach. They use a variety of formal and informal measures to monitor and assess their pupils' mastery of a concept or skill. When a student is having difficulty, the teacher targets the knowledge or skill that is troubling the student, and provides remediation as necessary to fill in that gap. Communication with all parties vested in the success of the student is important since parents and instructional teams are also interested in monitoring the student's progress.

Monitoring of student progress and potentials need not be solely the responsibility of the teacher; indeed, an effective teacher facilitates students' understanding of how to assess their own performance, that is, assists them in meta-cognition. However, ultimate accountability does lie with each teacher, so documenting a student's progress and performance needs to be accomplished. Effective teacher is the result of three components: ability, personality and knowledge (Anderson, 2009). An effective teacher who has observed and worked with a student has a sense of the potential that student possesses, encourages the student to excel, and provides the push to motivate the student to make a sustained effort when needed.

Entrepreneurship has to do with a system of ideas and values that are not ordinarily treated as part of the curriculum, it is the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential (Mkpa, 2014; Ugwoke & Abidde, 2014). Therefore, it is seen as the process of identifying, initiating, organizing, and bringing an idea or vision to life, be it a new product, service, process, strategy, or market. It is all about self-employment and self independence, which is very important for improving an individual's quality of life and national development. Consequently, entrepreneurship education leads to the acquisition of entrepreneurial skills for efficient and effective living; it gives the youths more opportunities to exercise creative freedom, higher self-esteem, and a greater sense of control over their own lives.

The importance and essence of Entrepreneurial Education in Nigeria for self-reliance and national development can never be over-emphasized. Entrepreneurship refers to the concept of developing and managing a business venture in order to gain profit by taking several risks in the corporate world. Simply put, entrepreneurship is the ability and willingness to start a new business. Entrepreneurship has played a strong and vital role in the economic development of the expanding global marketplace. Anyone who goes into any business venture for the purpose of making profit is an entrepreneur. An entrepreneur is widely and usually seen and perceived as an innovator. For one to be successful in

establishing a venture for the goal of maximising profit, he/she must be filled with enormous wisdom to harness resources effectively. No one goes into business for charity purposes. For one to excel as an entrepreneur, they must have the requisite skills and ability necessary to be successful. This is an individual who creates a new firm and continues to manage it until it is successful.

An entrepreneur is a person who organizes, runs and takes the risk of a small business. He risks money and reputation, works hard and puts his talent on the line. He attempts to earn a profit by taking the risk of operating business enterprises. Entrepreneur is the name given in economic theory to the owner manager of the firm. The entrepreneur organizes resources or the factors of production (land, labour and capital) within their firm with the aim of building up a successful profit making company. Entrepreneur is a French word, which means "the one who undertakes". An entrepreneur is a person who sets up a business taking a greater than normal financial risks in order to succeed. An entrepreneur is a person who attempts to make a profit by starting their own company or by operating along in the business world especially when it involves taking risks. He is manager, controller and a champion. An entrepreneur is an individual who starts, operates and runs a business venture with limited resources and planning, and is responsible for all the risks and rewards of his or her business venture. The business idea usually comprises a new product or service rather than an existing business model.

Entrepreneurship involves innovation; bringing something new to a market that does not exist before. Even if the market already exists, there is no guarantee that the new product will survive the introduction stage of the product life cycle, taking into consideration the teething competition. Some scholars are of the view that entrepreneurship is a service rendered by anyone who starts a new business (Ogundele, Sofoluwe & Kayode, 2012). According to Agu (2006), anyone who creates a business, establishes it and nurses it towards growth and profitability, or takes over an existing business because the founder is dead or has sold it, or who inherited it and continues to build and innovate it, or who runs a franchise, qualifies as an entrepreneur. From this definition, an individual can become an entrepreneur through: self-establishment; taking over already existing business; inherited business venture and franchisement. Any individual can become an entrepreneur through any of these means.

Furthermore, any person who has the zeal and ability to discover and evaluate opportunities, generate resources and takes steps towards taking advantage of such opportunities can become an entrepreneur. The role of entrepreneurship towards the economic and social development of a nation include: identification of business opportunities; selection of opportunities; decision on form of enterprise; allocation and distribution of resources; coordination of other factors of production such as land, labour, and capital;

planning and controlling organisational programmes and activities; mobilisation and utilisation of locally produced raw materials; risk bearing; creating employment opportunities; marketing activities for customer satisfaction; Promoting balanced regional development, reducing concentration on economic power; and innovation to meet with the needs of local market (Kumar, 2011).

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Education frequently takes place under the guidance of educators; however learners can also educate themselves. Education can take place in formal and informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Entrepreneurship education has been defined as a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socio-economic development through a project to promote entrepreneurship awareness, business creation, or small business development (Bolarin, 2012). Entrepreneurship education has the mandate to equip the youths with functional knowledge and skill to build up their character, attitude and vision. It has a vital role in developing an eco-system that promotes innovation. It provides the basis for innovation, creating a value system, developing entrepreneurial culture which drives wealth creation and gives further push to innovations. It provides the opportunity and knowledge for individuals to create wealth for themselves through functional skills and creativity. Entrepreneurial education equips the individual with the ideas and competence, needed to create value in the society and make wealth.

In other words, it is a competency-based education that focuses on knowledge and skills acquisition. Aderinwale in Bolarin (2012) further described entrepreneurship education as the one that transverses the length of business formation, management, diversification and growth and ongoing process that equip entrepreneurs (students) with entrepreneurial skills. The entrepreneurship education can trigger the entrepreneurial initiatives by enhancing entrepreneurial mind-set among the students (Lubis, 2014). Teachers' trait is very necessary and pertinent in order for them to carry out activities and tasks effectively in the classroom. They also need these essential features and qualities to teach entrepreneurship education and as well, deliver their lessons properly. For the delivery of entrepreneurship education lessons, teachers must have good communication skills and must be able to master the subject matter.

Statement of the Problem

Education in all its ramifications has as its aim, to prepare an individual to become responsible and useful to his society and country at large. In the school setting, teachers are those whose responsibility it is to teach students and transfer

to them the much needed knowledge and skills. It is a simple truth that without teachers, there would be no school, so it is with students. In order to prepare students' for the future, the onus lies on the teachers to deliver lessons that will improve students prospects and ability to become independent and self-reliant. For this to occur, teachers are expected to possess traits that will facilitate the teaching and learning process.

The teaching and learning process is one that needs adequate and proper attention. For educational goals and objectives to be attained, there is need for teachers who are the managers of the classroom to possess certain traits that will enable lesson service delivery to be more efficient and achievable. It appears that in many secondary schools in Nigeria, certain traits and qualities of teachers are put in use while carrying out the delicate activity of teaching. However, the case is not the same in many secondary schools in Rivers State. There are cases where teachers do not know how to communicate well with the students, they do not have a mastery of entrepreneurship education. While teaching and delivering lessons in the classroom, most teachers in junior secondary schools in Rivers State do not exhibit these traits that are expected of them. This is why the dependence on the government for white collar jobs is on the increase because students in secondary schools have not been properly guided on all what entrepreneurship education has to offer. Entrepreneurship education in secondary schools can only be delivered by competent teachers who possess the requisite traits that will help drive the lesson home to the students. However, the case is not the same in most junior secondary schools in Rivers State as many teachers lack the competent traits needed for the delivery of entrepreneurship education. This trend is continuous and worries the researcher, hence this study.

Aim and Objectives of the Study

The aim of this study was to investigate teachers' traits and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State. Specifically, the study sought to:

1. find out the relationship between teachers' communication skills and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.
2. determine the relationship between teachers' subject mastery and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.

Research Questions

The following research questions guided this study:

1. What is the relationship between teachers' communication skills and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State?

2. What is the relationship between teachers' subject mastery and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05% level of significance:

1. There is no significant relationship between teachers' communication skills and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.
2. There is no significant relationship between teachers' subject mastery and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.

Methodology

The study adopted the correlational design. Two research questions and two hypotheses guided this study. The population for the study comprised the 12,606 teachers in the 203 public junior secondary schools in the 23 Local Government Areas of Rivers State. The sample consisted of 388 teachers obtained using Taro Yamene formula, from 30 selected schools drawn using simple random sampling technique. Two self-designed questionnaires titled "Teachers' Traits Questionnaire (TTQ) and Delivery of Entrepreneurship Education Questionnaire (DEEQ)" were used for data collection. Face and content validities were ensured by experts. The reliability coefficients of 0.76 and 0.73 were established with the help of Pearson Product Moment Correlation Statistics. 388 copies of the questionnaire were administered by the researcher with the aid of two trained research assistants out of which 355 copies, which was 94.5% were retrieved. The research questions were answered using Pearson Product Moment Correlation (r) statistics, while regression analysis of variance was used to test the hypotheses at 0.05 level of significance.

Results and Discussions Answers to

Research Questions

Research Question One: What is the relationship between teachers' communication skills and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State?

Table 4.1a: Pearson r on relationship between Teachers' Communication Skills and Delivery of Entrepreneurship Education

Variables	Mean (\bar{x})	SD	r	r^2
Teachers' communication skills	25.98	3.74	.015	.000
Delivery of entrepreneurship education	44.76	2.25		

Table 4.1a shows Pearson r on relationship between teachers' communication skills and delivery of entrepreneurship education. The result of the study revealed mean scores of 25.98, SD=3.74 for teachers' communication skills, and 44.76, SD=2.25 for delivery of entrepreneurship education. The computed $r=.015$ signified a positive relationship between teachers' communication skills and delivery of entrepreneurship education. The r^2 value of .000 indicates that teachers' communication skills influence delivery of entrepreneurship education by 0.00%. In conclusion, teachers' communication skills influence the delivery of entrepreneurship education positively.

Research Question Two: What is the relationship between teachers' subject mastery and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State?

Table 4.2a: Pearson r on relationship between subject mastery and delivery of Entrepreneurship Education

Variables	Mean (\bar{x})	SD	R	r^2
Subject mastery	22.65	5.90	.014	.000
Delivery of entrepreneurship education	44.76	2.25		

Data in Table 4.2a shows Pearson r on relationship between subject mastery and delivery of entrepreneurship education. The result of the study revealed mean scores of 22.65, SD=5.90 for subject mastery and 44.76, SD=2.25 for delivery of entrepreneurship education. The computed $r=.014$ signified a positive relationship between subject mastery and delivery of entrepreneurship education. The r^2 value of .000 indicates that subject mastery influences delivery of entrepreneurship education by 0.00%. In conclusion, subject mastery influences delivery of entrepreneurship education positively.

Test of Hypotheses

Hypothesis One

There is no significant relationship between teachers' communication skills and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.

Table 4.1b: Regression analysis of variance on teachers' communication skills and delivery of entrepreneurship education

Model	Sum of Squares	Df	Mean Square	F	Sig.	Decision
1 Regression	.661	1	.661	.130	.718 ^b	Not Significant
Residual	3119.444	353	5.064			
Total	3120.105	354				

Table 4.1b shows regression analysis of variance (ANOVA). The regression data for the study produced an $F(1,616) = .130$, $\text{sig} = .718$. With $F(1,616) = .130$, $\text{sig} = .718$, the relationship between teachers' communication skills and delivery of entrepreneurship education was not significant. Thus, the null hypothesis which states that there is no significant relationship between teachers' communication skills and delivery of entrepreneurship education in public junior secondary schools was retained.

Hypothesis Two

There is no significant relationship between teachers' subject mastery and delivery of Entrepreneurship Education in Junior Secondary Schools in Rivers State.

Table 4.2b: Regression analysis of variance on subject mastery and delivery of entrepreneurship education

Model	Sum of Squares	Df	Mean Square	F	Sig.	Decision
1 Regression	.569	1	.569	.112	.738 ^b	Not Significant
Residual	3119.536	353	5.064			
Total	3120.105	354				

Table 4.2b shows regression analysis of variance (ANOVA). The regression data for the study produced an $F(1,616) = .112$, $\text{sig} = .738$. With $F(1,616) = .112$, $\text{sig} = .738$, the relationship between subject mastery and delivery of entrepreneurship education was not significant. Thus, the null hypothesis which states that there is no significant relationship between subject mastery and delivery of entrepreneurship education in public junior secondary schools was retained.

Discussion of Findings

Teachers' Communication skills and delivery of Entrepreneurship Education Finding on hypothesis 1 shows that there is no significant relationship between teachers' communication skills and the delivery of entrepreneurship education in public junior secondary schools in Rivers State. This finding is not in agreement with the study conducted by Ehindero & Ajibade, (2017) who found that for effective teaching, teachers require good communication skills such as good communication, good classroom management, updating knowledge and maintaining personality, and found that there is a significant effect of principal's communication styles on teacher's job satisfaction and performance. This finding is also not in agreement with Obilor (2020) who revealed that effective communication skills are really important for a teacher in transmitting education, classroom management and interaction to students in the class.

Teachers' Subject Mastery and delivery of Entrepreneurship Education

Finding on hypothesis 2 shows that there is no significant relationship between subject mastery and delivery of entrepreneurship education in public junior secondary schools in Rivers State. This finding is not in agreement with Onyekachi (2020) who revealed that subject mastery significantly affects the academic performance of secondary Hummingbird Public school students in Jalingo. It is said that, if you are going to teach a subject, then you should really know a lot about the subject, certainly in secondary schools, where teachers often specialize in one or two subject areas. According to Keith (2016), there is a real emphasis on the teacher's knowledge of the subject matter. This finding is also not in line with Ksenia (2017) who showed that teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education.

Conclusion

From the data analysis and findings of the study the researcher concluded that teachers' communication skill and subject mastery were not significantly related to delivery of entrepreneurship education in public junior secondary schools in Rivers State. In Rivers state, according to the respondents, the delivery of entrepreneurship education is no related to communication skill and subject mastery.

Recommendations

From the findings of the study, the following recommendations were made:

1. Teachers in public junior secondary schools in Rivers State should communicate and interact well with other staff to sustain the delivery of entrepreneurship education.
2. Teachers in public junior secondary schools in Rivers State should know the subjects they are teaching very well and become masters in them by engaging in trainings and seminars.

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