

Physical Education Teachers' Perception of Teacher Potentials for Entrepreneurship in Enugu State

Ezeugwu Joseph Agu
ezeugwuagu@gmail.com

Department of Health and Physical Education
Enugu State University of Science and Technology, Enugu

Abstract

This paper focused on Physical Education teachers' perception of teacher potential for entrepreneurship education in Enugu State. The design adopted for the study was descriptive survey research design. One research question and one null hypothesis guided the study. A sample of 448 Physical Education teachers' was used for the study. It was gotten by stratified random sampling from the six education zones of the state. Questionnaire was developed and used for data collection. The instrument was validated by three experts and had internal consistency reliability coefficient value of 0.69. The mean rating was used to answer the research question and the hypothesis tested using Z-test. The findings revealed that teacher potentials were necessary for entrepreneurship education as all the items had a mean score above 2.50. The hypotheses tested showed no significant difference between the opinions of male and female teachers. It was therefore recommended that these potentials be stressed in teacher education to ensure proper transfer of these entrepreneurial attributes to students.

Key: Entrepreneurship Education, Physical Education teachers, perception and teacher potential.

Introduction

Education eradicates illiteracy and ignorance. It is a vehicle for the acquisition of the necessary attitude, knowledge and skills for development and civilization Federal Republic of Nigeria (FRN, 2013). Education is therefore employed to designate the consciously planned and systematically applied formal training carried out through the various levels of educational system. Education in Nigeria as constituted at the different levels according to Nwafor (2007) can best be described as bookish and academic oriented irrespective of the claims of introducing vocational education into education system. This brings about the need to refocus Nigerian education programmes to inculcate values that will prepare students at different levels for employment, self-reliance which will bring about national transformation.

Nigeria has internal problems which include: unemployment, poverty, youth restiveness and over dependence on foreign goods. The problem of unemployment and its attendant problems are traceable to the fact that there is a gap between labour

market requirement and possession of employable skills by school learners (Ote, 2009). It has been observed by different authorities like Fiet (2000), Aladekomo (2004) and Oviawe (2010) that some of the problems of Nigerians are self-destructive and resistive behaviours which can be positively cushioned through the teaching and learning of entrepreneurship to help youths learn wealth creation. These people stressed and believe that entrepreneurs and innovation are engine of growth and development. Entrepreneurship as defined by Amoh (2006) is the process of bringing together creative and innovative ideas and coping them with management and organizational skills in order to combine resources to meet the identified needs like wealth creation. It is a creative and innovative response based on the recognized opportunity, operating and maintaining any business endeavour.

Entrepreneurship education should be a major innovation in any field of endeavour. It is believed that it will produce young school leavers who are creative, innovative and can employ self to

reduce unemployment and its attendant problems. Entrepreneurship education according to European Commission (2011) is a process through which learners acquire a broad set of competence which can bring greater individuals social and economic benefits since the competence acquired lend themselves to application in every aspect of peoples' lives. Entrepreneurship education is that kind of education that provides the youths and the school leavers the skills, attitude, and knowledge with which to be self-reliant and to be able to create wealth, employment for self and also for others. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation, showing initiative as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day to day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities and provide a foundation for entrepreneurs establishing a social and commercial activity.

In Nigeria, entrepreneurship education according to Oviawe

(2010) is besieged with many problems which include; lack of entrepreneurship teachers, materials and equipment, non-inclusion of entrepreneurship education programme in the school curricular, inadequate facilities for teaching and learning entrepreneurship skills, knowledge based economy, low spirit of competition, poor funding and poor enterprising culture. From the foregoing the teacher is the most critical factor because information cannot be effectively passed to the students, youths and children without the teacher. Physical Education teachers are graduates of Physical Education who have been trained in the application and demonstration of appropriate knowledge, skills, attitude and behaviours of the learner.

The implication of this according to European Union (2011) is that Physical Education teachers have new roles to play. The Federal Republic of Nigeria (FRN, 2013) stressed that no educational system can rise above the level of its teachers. This means that Physical Education teachers who are to inculcate this knowledge need themselves to be equipped with correct knowledge, attitude and skills required to provide the

needed information to their students. This actually has implication for their education and development. It is therefore, necessary that Physical Education teachers adopt that right attitude, acquire the correct knowledge and skills needed for entrepreneurship education. Entrepreneurship education is a balance of theory and practice because teaching of theory alone is boring. Fiet (2000) states that if a student is able to predict a teacher's classroom style, it removes surprise from the student. Teaching according to him should be based on what the students have to do and not what the teacher is going to teach. This is quite demanding and challenging to Physical Education teachers because they have to make a lot of preparation to ensure inculcation of entrepreneurship education skills deliberately based on the fact that student ought to leave the classroom thinking of how to be entrepreneurs instead of applauding a teacher for being able to do theory transfer in which he or she was at the centre of knowledge transfer. Based on this, the personality of the teacher is very much involved, attitude to life and work, and how he or she communicates knowledge to the student is very essential. He

stresses that an effective strategy for teaching theory and practically based entrepreneurial competencies must be approved for students and monitored by the teachers because entrepreneurship education is a combination of theory and practice.

The competency of an entrepreneur is a combination of skill, knowledge, attitude and resources that distinguish him from his competitors. On the qualities of an entrepreneur, Wennekers and Thurik (1999) stated that the qualities of an entrepreneur have been identified as competitiveness, creativity, sharing experience or intervention and ability to grow a business. The European Commission Report (2011) states that progress depends largely on the entrepreneurial teacher with the following potentials, lateral thinking, flexible, rule breaker, balanced, responsible, passionate, open minded, seller of ideas, good listener, harnesser of ideas, a spark, confident, connected, far-sighted, focused on action and has sole aim or goal of developing young people with a passion to grow and learn. A critical look at these potentials of the entrepreneurial teacher reveals that all of them are necessary for any young school leaver to venture

into business. If the teachers possess, these potentials or qualities, they will inculcate the same to students. Borgese (2011) observed that students who are involved in contextual learning are more motivated, and use self-directed methods aimed at acquiring an in depth understanding and have superior long term recall compared to students involved in more traditional teacher led activities.

Entrepreneurship education is a new approach to teaching and learning and focused toward developing new set of human capital suitably equipped with different capabilities and skills, ready to face many uncertain challenges ahead. Amoh (2006) stated that entrepreneurial Education should not be targeted at tertiary institutions only but should cut across all the levels of education-primary and secondary school levels where foundations of education are laid. This is the reason for carrying out the study among secondary and primary school Physical Education teachers in Enugu State, Based on this, the researcher sought to find out from the Physical Education teachers if they agreed that these potentials are necessary for entrepreneurship education. The problem of this

study therefore, is to what extent do Physical Education teachers perceive these potentials as necessary for entrepreneurship education in Enugu State.

The purpose of the study was to ascertain the perception of Physical Education teachers on teacher potential for entrepreneurship education.

The study was guided by one research question;

1. What is the perception of Physical Education teachers on the teacher potentials for entrepreneurship education in Enugu state?

The study was guided by one hypothesis tested at 0.05 level of significance.

1. There is no significant difference between the mean responses of the perception of male and female Physical Education teachers on the teacher potentials for entrepreneurship education.

Method

The design of the study is a descriptive survey research design. Ali (2006) states that descriptive survey research design describes a

setting or situation in its natural condition.

The study was carried out in Enugu State of Nigeria. Enugu State is one of the thirty six states of Nigeria. It has seventeen (17) Local Government Areas.

The population of the study comprises of one hundred and sixty (160) Physical Education teachers from primary schools, ESUBEB statistics and record unit (2015) and four hundred (400) Physical Education teachers from secondary schools, PPSMB statistics and record unit (2015). The teachers are therefore a mixture of primary and secondary school Physical Education teachers from Enugu State. Using proportionate stratified random sampling techniques, 80% of the population was sampled from primary and secondary schools. The sampled population is made up of one hundred and twenty-eight (128) from primary school and three hundred and twenty (320) from secondary school, given a total of four hundred and forty-eight (448) Physical Education teachers. The sample population is made of three hundred and fifty (350) males and ninety-eighty (98) females.

The instrument for data collection was teachers potentials for Entrepreneurship Education Instrument (TPEI). The instrument was developed by the researcher and information from European Commission symposia on potentials of an entrepreneurial teacher. The instrument comprised of two section (A and B), section. A required the respondents' relevant personal information (Bio data) while section B made of (15) items rated on agreed and disagreed responses on teacher potential for entrepreneurship education. The instrument was validated by three experts in entrepreneurship education from University of Nigeria, Nsukka and the internal consistency reliability of the instrument was determined using Cronbach-Alpha. It yielded a coefficient value of 0.79. This was considered high enough for the study.

The researcher engaged the services of six research assistants with whom he administered the instrument. One research assistant was chosen for each Local Government Area in the state. This eliminated the problem of delayed completion of the copies of the instrument and facilitated return rate of the instrument. All the

copies of the questionnaire were administered and retrieved.

The data generated were analyzed using the means to answer the research question and Z-test for testing the hypothesis. A decision mean value of 2.50 derived from the computation of the mean of the responses weighted was used to determine the strength of agreement and disagreement.

The result of the findings were presented in tables 1 and 2 as follows:

Research Question

What is the perception of Physical Education teachers on the teacher potentials for entrepreneurship education in Enugu State?

Result

Table 1: Mean rating of physical education teachers' perception of teacher potentials for entrepreneurship education in Enugu State

S/N	Teacher potentials for Entrepreneurship Education	Mean score (x)	Decision
1	Focused in action	4.00	Agreed
2	Confidence	4.00	A
3	Being of spark of ideas	3.11	A
4	Passionate in his dealings with others	3.67	A
5	Foresightedness	3.27	A
6	Harnesser of ideas	4.00	A
7	Good listener	4.00	A
8	seller of ideas	4.00	A
9	High sense of responsibility	4.00	A
10	Open mindedness	3.46	A

11	Balanced personality	3.41	A
12	Critical thinking	2.97	A
13	Networking	2.79	A
14	Flexibility in action	3.75	A
15	Innovator	2.74	A

The data presented on table 1 show that analysis of mean value of the opinions of physical Education teachers on teacher potentials for entrepreneurship education in Enugu State. From the table and analysis, Physical Education teachers rated the items; 4.00, 4.00, 3.11, 3.67, 4.00, 4.00, 4.00, 4.00, 3.66, 3.47, 2.97, 2.79, 3.75 and 2.74 respectively. It is shown from the analysis that the respondents agree that these teacher potentials are all necessary for entrepreneurship education. All the items have means greater than the decision mean of 2.50.

Hypothesis

There is no significant difference between the mean responses of the perception of male and female Physical Education teachers on the researcher potentials for entrepreneurship education in Enugu State.

Table 2: Z-test comparison of the mean responses of male and female physical education teachers on the teacher potentials for entrepreneurship education in Enugu State

Sex	No	Mean	SD	Z -cal	Z -table	Decision
Male	350	3.92	9.96	0.68	1.96	NS
Female	98	2.97	6.25			

NS: Not significant

From the table, the z-test for the null hypothesis showed that there is no significant difference on the mean responses of male and female Physical Education teachers on their perception of teacher potentials for entrepreneurship education in Enugu State. The

calculated z-test made the null hypothesis not to be rejected. The calculated is less than the z-table at 5% level of significance. Therefore, the hypothesis is not rejected. The researcher then concluded that there is no significant difference on the opinions of Physical Education teachers by gender on the teacher potential for Entrepreneurship Education in Enugu State.

Discussion

The result of research question one revealed that Physical Education teachers responded positively to the teacher potentials for entrepreneurship education in Enugu State. This showed that entrepreneurship education was necessary for Nigeria to attain the needed technological development, reduction of poverty and reduction of unemployment. The teacher as a critical factor in education programme needed to know what was expected of him or her in order to carry out what is expected of him or her in order to carry out what was expected from them. The teacher is the implementer of the curriculum, educational innovations, propagator and child moulder. Since Physical Education teachers have agreed that these potentials were needed by them for

entrepreneurship education. It agreed with European commission (2011), Fiet (2000) and Oviawe (2010) and Ismail (2010) who states that the pertinent issue was how to ensure that these qualities were identified and inculcated into the education programmes; primary, secondary and also at national certificate of education and a degree levels.

The result of the analysis of the hypotheses revealed no significance difference of Physical Education teachers by gender on their mean responses perception of the teacher potentials for entrepreneurship education. This was in agreement with Beligbo (2011) and Brown (2012) who stated that gender was relevant and based on the way one was brought up as children, students and workers in Nigeria. The supporters of the findings helped to give credence to the findings of this study.

Conclusion

The study was able to unveil the perception of Physical Education teachers on their potentials for entrepreneurship education. It was worthy to not that

all the Physical Education teachers agreed that the identified potentials were necessary for entrepreneurship education. The need to refocus Physical Education toward programmes that could inculcate all these attributes or qualities into teachers to be able to prepare students for self-employment, self-reliance and bring about national transformation. Entrepreneurship Education is necessary for Nigeria to attain the needed technological development, reduction of poverty and reduction of unemployment. The teachers as critical factors in education, implementers of the curriculum, educational innovations, propagators and child molders needed to know what was expected of them in the society.

Recommendations

On the basis of this therefore, the following recommendations were made:

1. Entrepreneurship Education should be emphasized.
2. In service training should be organized for teachers to inculcate the required teacher characteristics necessary for

Entrepreneurship Education into them.

3. Entrepreneurship Education should be made compulsory at all levels of education to afford teachers opportunities of inculcating entrepreneur skills, attitude and characteristics into their students.
4. Adequate instructional materials for Entrepreneurship Education should be provided when these are done, the result of the study will be disseminated and their importance in entrepreneurship education emphasized.

References

- Aledekomo, F. (2004). Nigeria Education Policy and Entrepreneurship. *Journal of social science* 9(2) 241 - 263
- Amoh, T. M. (2006). Corporate entrepreneurship and intrapreneurship related to innovation behaviour among employees. *Paper for the Entrepreneurship , from*

- Employee's Perspective Workshop at the Max Planck Institute for Okonimik*
- Ahi, A. (2006). *Conducting research in education and social Sciences*. Onitsha: Cape Pub. Int. Ltd.
- Beligbo, A. (2011). *Education in Nigeria: Philosophy and Policy Issues*. Benincity: Da-Sylva Int.
- Borgese, C. (2011). *Prospects for Youths in Nigeria*. Lagos: Almedu Press.
- Brown, E. L. (2012). Problems of Youth Entrepreneurship in Nigeria. Retrieved on 17th April, 2012 @ <http://www.mv.school.com.ng>.
- European Commission Report (2011). A conceptual framework for testing effectiveness of Entrepreneurship Education programme. *ICSB World Conference, Miboume Australia*.
- Fiet, J. O. (2000). The Pedagogical Side of Entrepreneurship theory. *Journal of Business Venturing*, 16(1) 135 – 148.
- Federal Republic of Nigeria (2013). *National Policy of Education*. Lagos: NERDC Press.
- Nwafor, O. M. (2007). *Education Innovation: Process and Products*. Enugu: Magnet Bus. Ent.
- Oteh, A. (2009). The Role of Entrepreneurship in Transforming the Nigerian Economy. *Seventh Convocation Lecture Igbinedion University, Okada Edo State*.
- Oviawe, J. I. (2010). Repositioning Nigeria Youth for Economic Empowerment Through Entrepreneurship Education. *European Journal of Education Studies*, 2(2) 317 – 332.
- Wennekers, S. Thurik, L. (1999). *Small Business Management Fundamentals*. New York: McGraw