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# TEACHERS' WORK ATTITUDE AS CORRELATE OF STUDENTS' DEVELOPMENT OF ENTREPRENEURSHIP SKILLS IN PUBLIC SECONDARY SCHOOLS IN IMO STATE

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## ABSTRACT

*The study investigated teachers' work attitude as correlate of students' development of entrepreneurial skill in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study was 5,248 teachers of public secondary schools in Imo state while the sample size which was selected through random sampling was 2,846 teachers. The instrument used to elicit responses from the respondents was a 15-item structured questionnaire that were patterned in two clusters. Cluster A was on the influence of teachers' work attitude on students' development of entrepreneurial skills while cluster B centered on the impediments against students' development of entrepreneurial skills. Mean was used to answer the research questions. Mean rating from 2.50 and above was regarded as agreed while mean rating less than 2.50 was regarded as disagreed. The null hypothesis was rejected when the p-value obtained was less than the significance level of 0.05. Whereas a null hypothesis was not rejected if the p-value obtained was greater 0.05 significant level. The finding of the study among others was that poor funding of education is affecting entrepreneurship education in the state. It was then recommended that government should increase their funding of education to enable heads of schools procure equipment required to impact entrepreneurship training or education on the students.*

**Keywords**: Work Attitude, Correlate, Development, Entrepreneurship, Skills

## Introduction

Entrepreneurship can be explained as the ability to start anything new. It is the creative ability in man to begin, or pioneer a business or an enterprise. The history of the cradle of the corporate world is the story of entrepreneurship. It is the readiness in a man to initiate, develop and operate a business enterprise or venture with the intention to make profit. It is the capacity for establishment, the ability to discover and the strength to evolve new ways of doing things and replacing the old with the new. It is ability imbued with intuition and creativity. Anyone identified with the ability of entrepreneurship is known as an entrepreneur.

An entrepreneur therefore, is anybody with the capacity to pioneer an invention, a business, a production or a performance (Agbato, 2017). He is an individual devoted to ingenuity, originality and establishment. An entrepreneur is a man of witty inventions and he is driven by the desire to initiate processes, actions and to succeed where others failed. He has the will and determination to start something new and deal with risks. He is a source of new ideas

and in fact, an innovator. It does not matter what type of business he wants to venture into, he is always a good locator of where such a business can be situated.

Hassan (2013) sees an entrepreneur as an intelligent and resourceful person who turns latent ideas into achievement. They see things that others don't see and they smell opportunities from far. They have the capacity to begin small and they are not afraid of any opposit human or economical that may come against them. They are success minded and they are not afraid rising after initial failure. They are deep persons and very insightful. They are not afraid of doing big things. They are men of big ideas and they know how to go about whatever they want. They think ahead of others and they can make good predictions. This is because they can accurately forecast the future with events in the present.

Entrepreneurship skill can be natural in an individual. This means that it can be in-born in an individual. Such persons from childhood demonstrate the capacity for witty inventions. It can also be inherited. In this case, the individual got it from his family, either from his father, mother or anybody in the lineage. Entrepreneurship can also be acquired through followership or association and in most cases in the school. This accounts for why some people go to learn trade or other forms of apprenticeship. Whichever way it is acquired, entrepreneurship demands for dexterity. Sometimes, it is not the money to start that matters, it is the boldness to dare to begin and the strength to surmount challenges. So as it were, some businesses or vocations run in families, while in most cases, they can be acquired through education. Whatever the situation, the skill is sharpened through training (Aigboje, 2014).

A teacher is one who teaches people. He is that individual who is trained to teach or train people. He is that person who went through school and studied how to train people. Through his numerous education, he has acquired certificates and academic degrees to show for the many trainings he passed through. He is skilled in the art of discovering talents and nurturing them to productive use. A teacher is a man of pedagogy. He is an expert in the methods and principles of teaching. Teachers are generation influencers, and as such, they have the capacity to influence their students positively or otherwise, depending on the circumstances in which they find themselves. Teachers are agents of enterprise. This they show through their wit (Farah, 2013)

They demonstrate versatility, boldness and insightfulness. Through their calling, they take their students from where they are to where they are supposed to be. Students look up to them for direction, guidance or leadership. Teachers are believed to be the foster parents of their students and in some cases, they are held responsible for the failure or success of their students. As stated earlier, teachers are masters of pedagogy. This presupposes that they are good at using different methods and work attitudes to teach their students in order to achieve their results or set objectives.

Teachers' work attitudes are perfunctorily supposed to be traced to teachers' work ethics. As stated earlier, teaching at nexus brings teaching to a point of interaction between the teacher and the students. It is within this relationship that teachers discover the skills inherent in the students. These talents can be nurtured into entrepreneurship. One of the ways teachers can achieve this is mentoring. Through

mentoring and monitoring. Through mentoring, the discovered latent skills in students are made shapened and from that point, the need or desire to start any venture of their choice is ignited in them. This sometimes is the starting point of entrepreneurship in the lives of many (Oku, Emmanuel and Okeke, 2013).

According to Sodipo (2014), teachers' work attitude can also build students into entrepreneurs through innovative teaching. Teachers who are innovative and creative as they go about their work become pacesetters and role models for students. These are teachers who go extra mile to get their work done. Students learn from such teachers and emulate that quality of creativity and innovativeness, especially when such teachers are not repetitive in their pedagogy. Such teaching and learning attitude drive students to innovate in business and other forms of vocation and that is entrepreneurship.

Teachers through the school do organise skill acquisition training for students from time to time. With different experienced or established entrepreneurs training the students and teaching them different skills, the students are coming out of school with the passion to start their businesses or go into other ventures of their own and that is entrepreneurship. Teachers do not only mould characters; they also build or mould entrepreneurial skills or talents. Most musicians and business men of note were prepared while they were in secondary schools. Secondary school training has been the springboard for many footballers and artists of different ranks. Most wood or furniture makers came up from secondary schools through the good work attitude of Introductory Technology teachers (Eziuzo and Okorji, 2014)

Akanmu (2011) submitted that a teacher is a leader and that leadership has a personality dimension. This presupposes that the character of a teacher in the course of his work is shown in his work attitude. This is why teachers who are harsh and unfriendly impact little or no positive influence on their students. Of course, students know teachers who make positive impacts on their lives. Teaching has a behavioral pattern. This pattern is structured in line with the responsibilities of a teacher, which are highly connected to the dynamics and intricacies of teaching as a profession (Foose, 2015). Every teacher discharges his duties or obligations through certain methods. The style is explained in terms of the teacher's attitude or approach to issues that come up as he interfaces with students in and outside the classroom.

Beyond the ethics of the teaching profession, the personal character of the teacher or his life style can make or mar the destinies of students in their care. Teachers are therefore entrepreneurs of virtually every profession, and this is because every entrepreneur of note, be it in business, manufacturing industry, music, woodwork, football, or even with technology, either got the inspiration from teachers in school or were taught such skills in school by teachers. The principal as the head of the post primary institution working with teachers quite often identify students with special skills and move them to the departments where they are given special attention (Olarinye, 2014).

Public secondary schools are schools established and operated by government. They can be federal or state government owned. Teachers in those schools were

recruited and posted to such schools. The salaries and conditions of service of the teachers are determined by the government that employed them. Eziugbo and Anozie (2019) are of the view that the operations of public schools including staff performance are monitored and supervised by the government. Admission of students in such schools is by entrance examination conducted by government and selection of students in most cases on merit. In Nigeria those owned by the federal government are called unity schools. In some cases, communities build or establish such schools but once the state government takes over such schools, they become public schools.

**Statement of the Problem**

Entrepreneurship education was known as technical education. It is an educational system or programme designed to impact skills on students at the secondary school level. The essence as it were is to equip students with entrepreneurship skills so that as they leave secondary schools, they can do something for themselves. In other words, they can be self-reliant. Entrepreneurship training in school is not limited to business. It extends to art work, wood work, Information Communication Technology and some cutlery training. Apart from helping students to start their own businesses, they also become job creators and contribute to Gross Domestic Product (GDP). However, as lofty as the entrepreneurship education could be, it is observed that the facilities that can assist students develop their entrepreneurial skill are not in sufficient quantity in most of the secondary schools. In some other schools where they seem to be in high supply, there are not enough technically trained teachers to train the students and impact the required knowledge on the students. In addition to the above situation, there seem to be inadequate empirical research study or materials on entrepreneurial education at the secondary school level in the study area. It is against this background that the study investigated teachers' work attitude as correlate of students' development of entrepreneurial skills in public secondary schools in Imo State.

**Research Questions**

This study is guided by the following research questions:

a. What is the relationship between teachers' work attitude and students' development of entrepreneurial skills?
b. What are the impediments against the development of students' entrepreneurial skills?

**Hypotheses**

The study is aided by the following hypotheses;

a. There is no relationship between teachers' work attitude and the development of students' entrepreneurial skills.
b. There are no impediments against teachers' work attitude and the development of students' entrepreneurial skills.

**Research Method**

The study investigated teachers' work attitude as correlate of students' development of entrepreneurial skills in public secondary schools in Imo State. The descriptive survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The population of the study comprised 5, 246 teachers in all the public secondary schools in Imo State while the

sample size of the study was 2,846 teachers selected through simple random sampling. The instrument used to elicit responses from the respondents was a 15 - item structured questionnaire that was divided into two clusters. Cluster A was concerned with the relationship between teachers' work attitude and students' development of entrepreneurial skills and it had coefficient value of 0.78 while cluster B dealt on the impediments that affect the relationship between teachers' work and students' development of entrepreneurial skills with the coefficient value of 0.96. The instrument was validated by three experts, two from Department of Educational Management and one from Measurement and Evaluation Unit. The reliability of the instrument was obtained through Cronbach Alpha with a weighted average of 0.82. Pearson Product Moment Correlations Coefficient was used to answer the research question one while t - test was used to test the hypotheses at 0.05 level of significance. Mean was used to answer research question two. Mean rating from 2.50 and above was regarded as agreed while mean rating less than 2.50 was regarded as disagreed. The null hypothesis was rejected when the p-value obtained was less than the significance level of 0.05. Whereas a null hypothesis was not rejected when the p- value obtained was greater 0.05 significant level. The finding of the study among others was that there no sufficient number of trained teachers to teach and impact entrepreneurial skills on students in public schools in the study area. It was therefore recommended that government should send teachers to public secondary schools in their required number to teach and impact entrepreneurial skills on students in the study area.

**Research Question 1:** What is the relationship between teachers' work attitude and students' development of entrepreneurial skills?

**Result 1: Teachers' work attitude and students' development of entrepreneurship skills**

| S/N | ITEMS | SCORE | REMARK |
|---|---|---|---|
| 1. | Teachers' work attitude can inspire students' entrepreneurship desire. | 2.86 | Agreed |
| 2. | Teachers' innovative teaching can stimulate students' entrepreneurial interest/ | 3.08 | Agreed |
| 3. | As teachers meet students in the class, they can identify students' entrepreneurial skills | 2.88 | Agreed |
| 4. | Teachers can nurture such identified skills to entrepreneurial ventures through skill acquisition seminars. | 3.04 | Agreed |
| 5. | Teachers, through mentorship can build students' passion for entrepreneurship | 2.94 | Agreed |
| 6. | By interacting with students in and out of class, teachers can create in them the desire for self-reliant through entrepreneurship. | 2.76 | Agreed |

**Table A: Pearson r on the Correlation between Teachers' Work Attitude and Students' Development of Entrepreneurial Skills**

| Source of Variation | N | R | Remark |
|---|---|---|---|
| Teachers' Work Attitude<br><br>Students' Development of Entrepreneurial Skills | 2750 | 0.870 | Very High Positive Relationship |

The analysis displayed in Table 1 reveals that there is a very high positive relationship of 0.870 between teachers' work attitude and students' development of entrepreneurial skills **in** public secondary schools in Imo State.

**Research Question 2:** What are the impediments against students' development of entrepreneurial skills in public secondary schools?

**Result 2: Impediments against students' development of entrepreneurial skills**

| S/N | ITEMS | SCORE | REMARK |
|---|---|---|---|
| 1. | Inadequate facilities can affect students' development of entrepreneurial skills | 3.02 | Agreed |
| 2. | Insufficient number of technically trained teachers can impede students' development of entrepreneurial skills | 2.68 | Agreed |
| 3. | Unprofessional attitude of teachers can affect students' development of entrepreneurial skills | 3.02 | Agreed |
| 4. | Teachers' unfriendly attitude can affect students' development of entrepreneurship skills. | 2.68 | Agreed |
| 5. | The inability of the principal to organise seminar on skill acquisition can impede students' development of entrepreneurial skills | 2.68 | Agreed |

**Table B : Mean Rating on the Impediments to Students' Development of Entrepreneurial Skills**

| | | Mean | SD | Remark |
|---|---|---|---|---|
| 1. | Inadequate facilities can affect students' development of entrepreneurial skills | 3.71 | .93 | Agree |
| 2. | Insufficient number of technically trained teachers can impede students' development of entrepreneurial skills | 2.62 | .48 | Agree |
| 3. | Unprofessional attitude of teachers can affect students' development of entrepreneurial skills | 3.41 | .70 | Agree |
| 4. | Teachers' unfriendly attitude can affect students' development of entrepreneurship skills. | 2.99 | 1.14 | Agree |
| 5. | The inability of the principal to organise seminar on skill acquisition can impede students' development of entrepreneurial skills | 3.27 | .78 | Agree |

Table 2: shows that the respondents agreed to the four listed items as the impediments to students' development of entrepreneurial skills **in** public secondary schools in Imo State. The mean ratings for all the four items ranged from 3.71 to 2.62.

**Hypothesis One:** There is no significant relationship between teachers' work attitude and students' development of entrepreneurial skills **in** public secondary schools in Imo State.

**Table C: Test of Significance of Pearson Correlation between Teachers' Work Attitude and Students' Development of Entrepreneurial Skills**

| Source of Variation | N | R | P-value | Remark |
|---|---|---|---|---|
| Teachers' Work Attitude | 2750 | 0.870 | 0.00 | Sig |
| Students' Development of Entrepreneurial Skills | | | | |

As shown in the above table, there is a significant correlation between teachers' work attitude and students' development of entrepreneurial skills **in** public secondary schools in Imo State. The calculated r (0.870) had *a P value* <0.05. The null hypothesis was therefore rejected.

**Hypothesis 1:** Male and female teachers do not differ significantly on the impediments to the development of students' entrepreneurial skills.

**Table D: t-test Comparison of Mean Scores of Male and Female Teachers on the Impediments to Students' Development of Entrepreneurial Skills**

| Source of variation | N | Mean | SD | Df | t-cal | *P*-value | Decision |
|---|---|---|---|---|---|---|---|
| Male Teachers | 450 | 3.24 | .36 | 2748 | 1.92 | .059 | Not Sig |
| Female Teachers | 2,300 | 3.08 | .32 | | | | |

Result 4 shows that the mean score for male teachers (M=3.24), *SD=36* was not significantly greater than that of their female counterpart (*M=3.08, SD=.32*) *t-cal = 1.92* and the corresponding *p-value=.059*. The null hypothesis of no significant difference between the two groups on impediments to the development of students' entrepreneurial skills was therefore not rejected.

**Discussion of Findings**

One of the findings of the study is that there is a significant relationship between teachers' work attitude and students' development of entrepreneurship skills. Responses to all the items in cluster A shows that the respondents

agreed that work attitude of a teacher if stimulating impacts positively on students desires, skills and creates in them the intention to establish their own businesses, enterprises and pioneer any vocation of their choice. This finding is in agreement with the submissions of Akanmu (2014), that even when a student is naturally endowed with entrepreneurial skills, he still needs a teacher who can sharpen the skill and prepare him for the dynamics of entrepreneurship.

Another finding of the study is that impediments outside students can hinder their entrepreneurship drive. Such obstacles range from poor funding of education by government to inadequate technically trained teachers who are skilled and willing to train the students and impact entrepreneurial skill in them. All the responses to the items raised in cluster B agreed that there are impediments or problems that affect the development of entrepreneurship skills of students. This response is in line with the postulations of Olorinye (2014) that inadequate school infrastructure can obliterate or hinder the development of students' entrepreneurship skills. The school is a place where adolescents are trained and equipped with skills and attitudes which they grow into productive venture in there adulthood. This is the main reason for entrepreneurial education.

## Conclusion

With the above findings, it could be concluded that teachers' work attitude should be tailored towards stimulating students to develop entrepreneurship skills. Additionally, there is need for increased provision of facilities for entrepreneurial education that will enable teachers impart entrepreneurial skills on students.

## Recommendations

1. In view of the above findings, the study recommended that government should provide facilities for entrepreneurial education that will enable teachers teach and impact entrepreneurial skills on students in public secondary schools in the study area.
2. The government should also train teachers in technical education to be able to impact entrepreneurial skills on the students. This will reduce the dearth of teachers who are equipped with skills to train the students and impact in them the desire to go into entrepreneurship after school.

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