



## **Attitude and Willingness of Teachers to the Intergration of Entrepreneurship Education into Secondary School Curriculum in Anambra State**

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### **Authors' contributions**

*This work was carried out in collaboration between all authors. Author UU designed the study, wrote the protocol and supervised the work. Authors UGO, OJC and UU carried out all field work and performed the statistical analysis. Authors UU and OJC managed the analyses of the study. Author OJC wrote the first draft of the manuscript. Author UGO managed the literature searches and edited the manuscript. All authors read and approved the final manuscript.*

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### **ABSTRACT**

The study which aimed at examining the attitude and willingness of teachers when entrepreneurship education is integrated into secondary school curriculum adopted a descriptive survey and was guided by three research questions. The population of the study comprised all the 5687 teachers in government owned secondary schools in Anambra State. A sample of 1200 teachers was selected using simple random sampling technique of balloting. A 30-item questionnaire was used for data collection. Mean and standard deviation were used for data analysis. Findings indicated that teachers showed willingness and positive attitude towards integration of entrepreneurship education into secondary school curriculum. Based on the findings,

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recommendations were made among which are that the government should periodically organize sensitization workshops and seminars for teachers and students on the relevance of entrepreneurship education in schools and the need to cultivate in our youths the spirit of business adventure, audacity to take calculated risks and the strength of character to enhance the sustainability on the part of students.

*Keywords: Entrepreneurship education; integration; curriculum; attitude; willingness.*

## 1. INTRODUCTION

Colonial education was criticized because of its emphasis on bookish form of education. [1] which landed Nigerian graduates in unemployment via poverty in the long run. The criticism culminate in the 1969 National Conference in Curriculum Development. The outcome was the National Policy on Education (NPE) first published in 1977 and first revised in 1981. The hallmark of NPE is 6-3-3-4 system of education, which replaced the 6-5-4 colonial system of education. Within the period under review, 1960s and 1980s, unemployment and poverty were not as national concern as they are currently [2]. The only type of education that could alleviate the problem of graduate unemployment and poverty in Nigeria is entrepreneurship education.

Entrepreneurship education simply means the type of education, which helps a person to acquire relevant knowledge and skills to start a new business, with the ultimate aim to generate income in the society. The knowledge and skills being acquired are very much relevant enough to the economic environment of the areas concerned. A person who initiates a business using skills and knowledge acquired from entrepreneurship education is called an entrepreneur. Entrepreneurship education has been varied viewed as an effective tool for entrenching sustainable development. [3] viewed entrepreneurship education as the most vehicle to economic prosperity. It has the inherent characteristics of fueling the efficient use of human and material resources. It serves as a key to the spread of innovative and creative ideas. The application of innovative and creative ideas leading to job creation and economic empowerment is only possible through entrepreneurship education. [4] defined entrepreneurship education as a strong source of job creation, poverty alleviation and economic development. It thus, fosters national development. Entrepreneurship education is a specialized training that helps individuals to acquire skills, knowledge, managerial abilities,

capabilities that enable individuals to become self employed or employers of labour instead of becoming and employee of government or another private employer. [5] defined entrepreneurship education as an effective means of providing human beings with skills relevant to social needs of sustainable national and individual development.

Harnessing of other factors for formation of business venture is made possible in youths through the idea and skills acquired in entrepreneurship education. Such other factors are capital, site of a business enterprise, material needed among others. This is the rationale behind [6] assertion that entrepreneurship education is s formation and operation of small business enterprise; thus, it is safe to say that entrepreneurship education constitutes efforts made to equip people with valid and usable knowledge, skills, competences and business attitudes that assist them to own and manage (their own) business ventures efficiently. It is a training and enables one to be not only self-reliant but also economically powerful. With entrepreneurship education, an individual acquires the required knowledge and skills for production of goods and services, it gives one an enabling ability to recognize business opportunities. It provides individuals with the attitude and insight to go into investment.

The elevation of human condition is the primary concern of entrepreneurship education. [7] opined that through entrepreneurship education, young persons are enabled to develop their knowledge, skills, adopt new behaviour, attitude and be better able to survive in their society. The knowledge, skills and attitude acquired through entrepreneurship education also enable the recipients to be more productive citizens and nation builders. [8] perceived entrepreneurship education as the greatest force that can be used to achieve quick development of the nation's economic resources. The objectives of entrepreneurship education as well as various efforts that have gone into its implementation are based on this conviction. [9] described

entrepreneurship education as the process of training individual students to acquire one or more vocational and technical skills right from the secondary schools level. According to the authors, the skills acquired would aid job creation, youth empowerment and alleviate poverty among the youths and solve the social problems in the society. Entrepreneurship education is a necessity in addressing the problem of unemployment of school leavers (secondary and tertiary education graduates) in Nigeria and the promotion of employment market for those who cannot employ themselves. Entrepreneurship education aims at preparing and equipping students of secondary and tertiary educational system with relevant theories, knowledge and practice of entrepreneurship. It is to prepare students to venture into job creation and nurturing of entrepreneurship successfully in emerging economies of Nigeria [10].

The word entrepreneur means a person who starts a new business in order to generate income to improve his living conditions in the society. [11] viewed an entrepreneur as a person who is willing and able to convert a new idea or invention into a successful innovation. An entrepreneur is a business person who assumes the risk of bringing together the means of production including capital labour and materials and receives reward in profit from the market value of the product [12]. He saw the need for a particular product and creates a business to supply the product or service.

Entrepreneurship education is a process of including knowledge and skill to assist a person to assemble resources, innovations, finance, business acumen and effort to transform these into economic goods [13]. Entrepreneurship refers to an individual's ability to turn ideas into action and therefore a key competence for all, helping young people to be more creative and self-confident in whatever they undertake [14].

Entrepreneurship is a process of bringing together creative and innovative ideas and combining them with management and organizational skills in order to combine people, money and material resources to meet an identified need through production of goods and services and thereby create wealth. It involves willingness to take calculated risk (both personal and financial) and then do everything possible to get the odds in your favour [15].

Integrating entrepreneurship education into secondary school curriculum is very relevant

because it could help to overcome the untold hardship occasioned by the global economic meltdown. This will in turn make economy in Nigeria one of the many nations of the world that have introduced one form of economic policy or the other in their curriculum to improve their economic condition. In addition, various countries have employed different techniques and practices to successfully grow their economics. Hence, the need for integrating entrepreneurship education into the curriculum in Nigeria secondary schools.

Integration refers to combining things that work well together in order to make effective system [16]. It is an activity that over-hauls and revolutionizes a programme to allow for the permeation of sensitive education [17], such as combining entrepreneurship education and secondary school curriculum. Integration of Entrepreneurship education into the school curriculum will help the students to be equipped on graduation, with skills capable of making them entrepreneurs rather than job seekers. Entrepreneurs are marked by their exceptional drive to achieve to the extent that they are prepared to take calculated risks, make decisions, innovation and of course, expend considerable amount of energy. [18] outlined four basic pillars of education that lead to entrepreneurship education as;

- a) **Learning to know:** This includes general knowledge and the willingness to learn.
- b) **Learning to do:** This includes the acquisition of formal or informal occupational skills in the context of individual experience and community.
- c) **Learning to live together:** This includes developing an understanding of other people and acquisition of interdependence. The ability to act with great autonomy, judgment and personal responsibility.
- d) **Learning to be:** This includes personality development.

The need to reinforce these four basic pillars of education metamorphosed to entrepreneurship studies.

Emphasis has been made on the need for integration of entrepreneurship education in our secondary school curriculum because of the need to find solution to youth unemployment in the society from the various concepts mentioned above: It is obvious that the integration of entrepreneurship education into secondary

school curriculum should be done in such a way that secondary school students will grow to become future entrepreneurs in various aspects of the economy. This could be done by integrating all science subjects which teachers teach in junior secondary curriculum and laying much emphasis on the practical aspects of the science subjects. But most of the teachers who are to teach entrepreneurship education when integrated into the curriculum were not previously trained in entrepreneurship education. One wonders how the teachers would view the integration. Their views on it surely will depend on their attitude towards the integration. And their attitude will in turn influence their willingness to teach the entrepreneurship education in midst of their subjects when integrated into secondary school curriculum.

Curriculum is the planned experiences offered to the learner under the guidance of the school. The curriculum is practically designed to contain the relevance of the course, major objectives, list of courses and duration of each course. [19] saw curriculum as a vehicle through which educational objectives as achieved. Curriculum is primarily concerned with the subjects that are taught in a school or college. Curriculum comes from the Latin word for "race course" referring the course of deeds and experiences with which children grow to become healthy mature adults [20]. Curriculum is the total environment in which education takes place – the environment could be the subject matter, teacher and learner, physical and psychological environment. Curriculum is a course of study to embrace the total spectrum of content, resources, materials and method of teaching through which the purposes of education are achieved [21]. Curriculum is a comprehensive scheme, which specifies and fully describes the person (whom) to be educated, the content of his education (what), how and within what time (Span) there is to be educated and the expected outcome of his education, within the limit of a given environment. The rate of graduate's unemployment is alarming and challenging. In the face of these challenges therefore, secondary school students should be groomed to develop entrepreneurship mindsets [22]. The great need for self-reliance of our graduates has made the government to introduce, adopt and implement entrepreneurship education programme in all levels of academic underdevelopment including secondary school level [23]. This study sets out to examine the attitude and willingness of the teachers to teach entrepreneurship education. Hence the problem

of this study is: how are the teachers willing to teach entrepreneurship education when it is integrated into secondary school curriculum?

## 2. SOME CONCEPTUAL CLARIFICATIONS

Attitude- Attitude is someone's reaction to events, objects or persons. It is individual's like or dislike for an item. [24] and [25] noted that an attitude is an important aspect of human behaviour and knowledge that determines reactions to events, objects or persons. It is an attempt to judge something and it is influenced by an individual's experience, beliefs or conceptions. [26] pointed sex or gender as one of the determinants of attitude. Attitude is an expression of favour or disfavour towards a person, place, or event. Attitude can be found from a person's past and present [27].

An attitude is an evaluation of an attribute objective which ranges from extremely negative to extremely positive. People can also be conflicted or ambivalent towards an object simultaneously holding both positive and negative attitude towards the set object. In others, an attitude can be as a positive or negative or both evaluation of people, object, events, activities and ideas. Eagle and chaiken in [28] defined attitude as a philosophical tendency that is expressed by evaluating a particular entity with one degree of favour or disfavor. In this study attitude refers to teacher's feelings, thoughts or reactions towards the integration of entrepreneurship education into secondary school curriculum.

Several scholars [29] have observed that attitude is influenced by so many factors such as past and present experiences, beliefs, attributes, age, gender and willingness. If the teachers' teaching experiences, ages and sex will determine their attitude towards the integration of entrepreneurship education into secondary school curriculum is yet to be determined in this study.

Attitude Models- Attitude in this study is based on the assumption of the following attitude models. Multi-component model and mode model.

Multi-component model by Bem has it that attitudes are evaluations of an object that have cognitive, affective and behavioural components. The cognitive components of attitudes refer to the beliefs, thoughts of attributes that we would

associate with an object or a thing such as academic program. For instance, a person's attitude might be based on the negative and positive attributes he/she associates with on object or a thing. Affective component on attitude refers to one's feelings or emotions linked to an attitude object. It influences attitudes in many ways; whereas behavioural component of attitude refers to past behaviour or experiences regarding on attitude object. The idea of this aspect is that people's attitudes concur from their previous activities or experiences.

Mode Model by Fazio, R.H. & Olson, M. A. is another attitude model on which this study is based. The theory sees motivational opportunity as determinants of attitude. When both motivation and opportunity are present, behaviour becomes deliberate. Relating this to teachers' attitude towards integrating entrepreneurship education into secondary school curriculum, if the teachers are motivated enough and are given opportunity to teach entrepreneurship education they will definitely indicate their willingness or readiness to embrace the integration.

The model also stipulates that somebody's attitude can be measured in two different ways, namely Explicit Measure and Implicit Measure. Explicit Measure refers to attitudes at the conscious level, that are deliberately formed and easy to self-report while Implicit Measures are attributes that are at an unconscious level. Both explicit and implicit attitude can shape an individuals' behaviour.

Willingness: willingness refers to one's ability to act gladly or eagerly, [30] defined willingness as the eagerness, zeal, forwardness or readiness to continue or act in a desirable way.

Willingness in this study refers to the teachers' readiness to embrace the teaching of entrepreneurship education in their subject areas. Their willingness will portray the importance they attach to entrepreneurship education as a veritable tool to reduce number of unemployed youths in Nigeria. Thus, this is the gap in the study.

The general purpose of this study was to find out how the integration of entrepreneurship education into Secondary school curriculum could be viewed by the teachers.

Specifically, the study sought to;

1. Determine the relevance of entrepreneurship education in secondary schools.
2. To find out secondary schools teachers' attitude towards the integration of entrepreneurship education into school curriculum.
3. Determine the willingness of secondary school teachers in teaching entrepreneurship education if integrated into the curriculum.

The following research questions guided the study:

1. How relevant is entrepreneurship education in secondary schools?
2. What is the attitude of the teachers towards the integration of entrepreneurship education?
3. To what extent are secondary school teachers willing to teach entrepreneurship education?

### 3. METHODOLOGY

Descriptive survey design according to [31] is a design in which data are collected from a relatively large number of people or items considered to be representative to the entire group. The present study data were collected from a number of teachers deemed to be representative of the entire population of secondary school teachers in Anambra.

The population of the study comprised all the 5687 teachers (PPSS Awka, 2012) in Government owned secondary schools in Anambra State; using random sampling technique of balloting to select a sample of 1,200 teachers. The sample consisted of 200 teachers from each of the six educational zones of the state.

The instrument used to collect data for the study was a questionnaire constructed by the researchers, titled "Teachers Attitude and Willingness Towards questionnaire" (TAWQ). The questionnaire had thirty items and it was divided into two sections – A and B. Section A contained the Bio-data of the respondents while section B contains the items on Teachers Attitude and Willingness. The respondents were to answer Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD) in line with a four-point scale of responses. The weighting was as follows – 4, 3, 2 and 1 respectively.

The face and content validities of the instrument were obtained by giving initial draft to 3 research experts in educational administration and planning, psychology and measurement and evaluation. They looked into the language construction, the suitability and sequence of the ideas among others. There corrections, suggestions and contributions were noted, effected and reflected in the final copy of the questionnaire.

The questionnaire was pilot tested using 20 teachers from secondary schools in Enugu North Local Government Area of Enugu State, (a sister State to Anambra State) The use of 20 teachers for pilot testing was informed by the fact that 20 is the number that can help the researchers capture what they want in the study, [32]. The reliability estimate of 0.85 was obtained using Cronback Alpha method.

Data were collected through direct approach (the administration and collection after responses were done by the researchers themselves in some zones while research assistants helped in two zones. Data collected were analyzed using mean scores and standard deviation. Any response mean score less than 2.50 was considered disagreement with the items concerned whereas mean scores of 2.50 and above were considered agreement with the items of the instrument.

#### 4. RESULTS

**Research Question 1:** How relevant is entrepreneurship education in secondary schools?

Table 1 revealed that all the items 1,2,3,4,5,6,7 and 8 in the table have mean scores above the criterion mean of 2.50, was therefore accepted by teachers from the six-education zones in the state. The items (1-8) reflect teachers' attitude towards entrepreneurship education.

**Research Question 2:** what is the secondary school teachers' attitude towards the integration of entrepreneurship education?

Table 2 revealed that all the items 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21 had mean scores above the criterion mean of 2.50. This is an indication that positive attitudes of teachers towards the integration of entrepreneurship education in secondary schools curriculum. However, items 10 had a mean score less than 2.50. This showed that in as much a most of the teachers agreed to the need/importance of entrepreneurship education in schools they do not enjoy teaching it because to them it is an extra and tedious job.

**Table 1. The response of teachers on the relevance of entrepreneurship education in secondary schools**

Items	SA	A	D	SD	Decision
1. Entrepreneurship education helps students to be self employed after graduation.	3.40			0.71	Agreed
2. Entrepreneurship education is the foundation of secondary school education.		3.00		0.68	Agreed
3. It offers students enough training in risk taking.	3.32				Agreed
4. Students engagement in entrepreneurship reduce unemployment in the society.	3.00			0.80	Agreed
5. When students are engaged in entrepreneurship education, it results in economic growth.	2.85			0.73	Agreed
6. With entrepreneurship, training students can develop new technologies.		2.80		0.68	Agreed
7. Entrepreneurship education provides small business owners the opportunity of recruiting graduates who are trained and tutored in the skills relevant to the operations of business.		3.00		0.69	Agreed
8. Entrepreneurship education is veritable tool for increased productivity.	2.91			0.72	Agreed

Source: Field Survey, 2013

**Research Question 3:** To what extent are secondary school teachers willing to teach entrepreneurship education if integrated into school curriculum?

Table 3 revealed that all the identified items in 22-30 for teachers' promotion of quality assurance through entrepreneurship education in schools obtained mean scores above 2.50 criterion. This is an indication that teachers if giving all the necessary support are ready to go extra mile to equip the students with entrepreneurial skills.

**5. DISCUSSION**

The finding of this study in research question 1 indicated that all the 8 items on teachers responses on relevance of entrepreneurship education such as helping students to be self employed after school, bedrock of secondary school education, trains students in risk management, reduction of unemployment help in economic growth, create new technologies, products and services by students, provide

**Table 2. The response on the attitudes of teachers towards integration of entrepreneurship education**

Items	SA	A	D	SD	Decision
9. With the integration the students are faced with healthy challenges		2.60		0.70	Agreed
10. Teachers enjoy teaching entrepreneurship education			2.40	0.69	Disagreed
11. It is a worthwhile programe		3.00		0.76	Agreed
12. It will help the students to be self reliance in any subject areas.	3.50			0.82	Agreed
13. There is opportunity for wide choice of careers for students.		3.20		0.89	Agreed
14. It ensures that students are taught to start and mange their own business early in the academic stage.	3.40			0.75	Agreed
15. It makes students business oriented		2.60		0.68	Agreed
16. It reduces students' dependence on white collar jobs		2.75		0.74	Agreed
17. It will prepare students on how to take risk in business		2.50		0.84	Agreed
18. It will help them in problem solving		2.50		0.74	Agreed
19. Some students do not complete their studies after entrepreneurship education		2.50		0.78	Agreed
20. Students will be able to play their role in poverty alleviation		2.50		0.70	Agreed
21. It makes students to be gainfully employed		2.85		0.66	Agreed

Source: Field Survey, 2013

**Table 3. Responses of teachers on their willingness to teach entrepreneurship education**

Items	SA	A	D	SD	Decision
22. Teachers will adequately plan their lesson preparation	3.50			0.71	Agreed
23. Teachers prompt attendance to lessons		3.00		0.78	Agreed
24. Readiness to psycho-motor domain		2.95		0.68	
25. Always ensuring students' active participation in the lesson		2.80		0.74	Agreed
26. Constantly requesting for in-service training on entrepreneurship education				0.73	Agreed
27. Insistence on the use of adequate tools for practical subjects		3.30		0.85	Agreed
28. Constantly ready to create more practical lessons	3.40	3.20		0.80	Agreed
29. Teachers request for steady maintenance of school plant for effective teaching of entrepreneurial subjects		3.20		0.70	Agreed
30. Willingness of teachers to be effectively supervised in the class room		3.10		0.82	Agreed

Source: Field Survey 2013

contribution to increased productivity in organization and society are relevance of entrepreneurship education in secondary schools. This is in support of what [33,34] asserted that entrepreneurship education seeks to provide students with the knowledge, skill and motivation to encourage entrepreneurial success in a variety of settings. This was also in line with [35] when she asserted that entrepreneurship education equips students with skills that help them to be self-employed when they come out of school.

Secondly, it was found that secondary school teachers' attitudes towards the integration of entrepreneurship education such as, give healthy challenges, help them to be self reliance, exposed them to competition, acumen to manage their own business, become business oriented, reduce dependence on white collar job, take risk in business, help in problem solving, help them in poverty alleviation and gainfully employed, helps students to pay attention to their teaching and show more dedication to their studies. This is in line with [36] who reported that entrepreneurship education is the acquisition of knowledge, skills and attitude to enable the learner apprehend life challenges in whatever form and take decisive steps to realize new trends and opportunities for meeting those challenges in all aspects of human life.

From research question 3 majority of the teachers are willing to teach entrepreneurship education if integrated into school curriculum. This was in line with [37] who postulated that teachers and students have demonstrated positive attitude towards the introduction of entrepreneurship education. The highlights of teachers' willingness to teach entrepreneurship education was seen in table three where they have adequate preparation for lesson, use appropriate lesson note, use psycho-motor domain, have knowledge of subject matter, use adequate tools for practical lessons among others. This is in line with [38] who asserted that many teachers have shown willingness to participate in the teaching of entrepreneurship education. This will contribute to solving problems of poverty and unemployment in Nigeria.

## 6. CONCLUSION

Integrating entrepreneurship education into secondary school curriculum is a welcome idea. Teachers showed willingness and positive attitude towards it. This will go a long way to

prepare students to be self-reliant, self-employed and prevent them from being in financial difficulty after graduating from schools.

Effective implementation of entrepreneurship curriculum in Nigeria requires a transformation of Nigerians' educational ideology. The education wave has moved from elite education to mass education; from exam – oriented to all-round-development and from employment – oriented to entrepreneurship oriented education

Evidence yielded by the study revealed that Nigerian secondary school students have not learnt sufficient practical [entrepreneurial] skills to allow for self-employment. The Nigerian secondary educational system is expected to rise to the challenge of equipping the youth with the necessary entrepreneurial knowledge, skills, values and attitude for them to live as competent members of the society and contribute to nation building.

## 7. RECOMMENDATIONS

Based on the findings it is recommended that;

1. Entrepreneurship education should be built into curriculum of the different levels of education in Nigeria, especially secondary school education.
2. The government should periodically organize sensitization workshops and seminars for teachers and students on the relevance of entrepreneurship education in schools.
3. Entrepreneurship training should be encouraged by who and for who? For individual empowerment and self-employment.
4. There is need to cultivate in our youths the spirit of business adventure, audacity to take calculated risks and the strength of character which will enhance the sustainability on the part of the students.
5. Federal and State ministries of education should build resource centers and networks for exchange of good practice.
6. Appropriate evaluation and grading schemes should be put in place to adequately reward levels of competences exhibited by participating students-teachers.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.



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