

## ROLES OF BUSINESS SUBJECT TEACHERS IN PROMOTING ENTREPRENEURIAL SKILLS AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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**Abstract:** *This study investigated the Role of Business Subject Teachers in Promoting Entrepreneurial Skills among Secondary School Students in Awka South L.G.A of Anambra State. A descriptive research design was adopted, with a population comprising 80 Business Subject Teachers from 19 public secondary schools in Awka South Local Government Area. A sample of 67 respondents was selected using simple random sampling. Data were collected using a 16-item structured questionnaire titled “Role of Business Subject Teachers in Promoting Entrepreneurial Skills among Secondary School Students Questionnaire (RBSTPESSSSQ)” and analyzed using mean scores. The findings revealed that business subject teachers can enhance students’ knowledge of effective technical writing techniques and identify necessary technological software to meet new business trends. Additionally, business subject teachers assist students in developing interpersonal skills and financial literacy to avoid impulse buying. The study recommends adequate funding of business studies subjects by stakeholders at all levels and emphasizes the importance of procurement of requisite teaching materials.*

**Key words:** *business subject teachers; entrepreneurial skills; secondary school students; Anambra State.*

## Introduction

Education serves as the cornerstone of development and human progress, acting as a conduit through which individuals acquire the necessary skills and knowledge to thrive in society. Ndudi (2015) underscores education's role in elevating political, social, and economic standards, offering a pathway to combat ignorance, disease, and poverty. Similarly, Okene (2019) highlights education's pivotal role in national development, emphasizing the correlation between educational attainment and a nation's prosperity. Recognizing this importance, international and local laws have enshrined the right to quality education as a fundamental human right.

In Nigeria, the formal education system comprises three levels: primary, secondary, and tertiary. At the primary level, basic literacy skills are imparted, while secondary education introduces students to subjects geared toward their future careers. Among these subjects, business studies stand out as fundamental, equipping students with practical skills essential for navigating the commercial world. In today's economic climate, business studies play a crucial role in fostering entrepreneurship and reducing unemployment rates. Ahmed (2015) views business studies as integral to vocational education, combining theoretical knowledge with practical training to prepare students for the business world. Oluwalola (2018) stresses the importance of technical, psychomotor, and critical thinking skills in business studies, highlighting their role in fostering self-reliance among students.

Entrepreneurship education, as described by Agu (2016), aims to instill the skills and mindset necessary for starting and managing businesses. Eneji (2014) emphasizes the importance of developing entrepreneurial skills, attitudes, and competencies among youths to drive economic growth. Business subject teachers play a pivotal role in transmitting entrepreneurial skills to students, guiding them toward successful entrepreneurship. Given the current economic challenges, it is imperative for business teachers in Awka to possess the requisite entrepreneurial skills to effectively promote entrepreneurship among secondary school students.

Business subject teachers serve as subject specialists, role models, and mentors within the school environment (Mena, Hennissen, & Loughran, 2017). Through teaching entrepreneurial skills, they empower students to recognize opportunities, create businesses, and operate ethically and professionally (Biesta, 2009; Putri et al., 2019). Teachers facilitate students' journey toward independence and responsible citizenship by imparting financial, technical, and marketing skills essential for entrepreneurship (Kim & Park, 2019). In essence, business studies teachers play a vital role in preparing future entrepreneurs, equipping them with the knowledge and skills needed to thrive in the business

world (Fayolle, 2018).

Business teachers play a pivotal role in imparting essential entrepreneurial skills to students, including financial management, technical proficiency, and marketing acumen. Financial management, as defined by Conradie and Fourie (2002), encompasses the strategic acquisition and optimal utilization of financial resources to achieve both short-term and long-term objectives. Brijlal, Enow, and Isaacs (2014) emphasize the importance of financial planning, accounting record-keeping, and financial analysis in small and medium-sized enterprises (SMEs).

Moreover, technical skills are crucial in today's knowledge society, contributing significantly to individuals' overall life satisfaction (Leelakulthanit, 2018). Business teachers equip students with the technical knowledge and competencies necessary for leveraging technology to enhance business productivity and efficiency. These technical skills, coupled with critical thinking, problem-solving, and communication abilities, are integral to entrepreneurial success (Leelakulthanit, 2018).

Furthermore, marketing skills are essential for entrepreneurs to identify market needs, develop products or services, and effectively promote them to target customers (Adamu, 2019). Business teachers play a vital role in teaching students the principles of marketing management, enabling them to conduct market research, understand consumer behavior, and formulate effective marketing strategies. Olaleye (2017) identifies marketing skills as indispensable for self-employment, emphasizing their role in sustaining businesses in competitive markets. Without adequate financial, technical, and marketing skills, graduates may struggle to establish and maintain successful businesses (Obi, 2015). Therefore, it is imperative for business subject teachers to instill these entrepreneurial skills in secondary school students, preparing them for future economic independence and business growth.

In the context of Awka South Local Government Area in Anambra State, Okpochefo and Alika (2017) highlight the socioeconomic benefits of well-managed enterprises, including job creation, income generation, and revenue generation for the government. Recognizing the significance of entrepreneurship in driving economic development and social stability, this study aims to investigate the role of business subject teachers in promoting entrepreneurial skills among secondary school students in Awka South L.G.A of Anambra State.

#### Statement of the Problem

The statement of the problem underscores the importance of equipping secondary school students with entrepreneurial skills to enhance their self-reliance and employability in Nigeria. Despite government efforts to prioritize the teaching of business subjects and the employment of

business teachers, there remains a significant implementation gap, leading to persistently high rates of poverty and unemployment.

In Awka South Local Government Area of Anambra State, the role of business subject teachers in fostering entrepreneurial skills among secondary school students is particularly crucial. However, there is a concern that without proper guidance and encouragement from teachers, students may struggle to effectively employ the entrepreneurial skills they acquire.

Therefore, this study aims to investigate the role of business subject teachers in promoting entrepreneurial skills among secondary school students in Awka South Local Government Area of Anambra State. By addressing this issue, the study seeks to identify potential barriers to effective entrepreneurship education and propose recommendations to improve the teaching and learning of entrepreneurial skills in secondary schools. Ultimately, the goal is to empower students with the knowledge and confidence to pursue self-employment opportunities and contribute to socioeconomic development in their communities.

### **Research Questions**

The research questions for this study are as follows:

1. What financial management skills do business subject teachers utilize to promote entrepreneurial skills among secondary school students in Awka South Local Government Area of Anambra State?
2. What technical skills do business subject teachers employ to foster entrepreneurial skills among secondary school students in Awka South Local Government Area of Anambra State?
3. What marketing skills are employed by business subject teachers to enhance entrepreneurial skills among secondary school students in Awka South Local Government Area of Anambra State?

### **Method**

The research employed a descriptive survey design to investigate the roles of business subject teachers in promoting entrepreneurial skills among secondary school students in Awka South Local Government Area, Anambra State. Descriptive surveys are suitable for collecting and systematically describing characteristics, features, or facts about a given population (Nwogu, 2015). This design was chosen as it aimed to gather the opinions of business subject teachers regarding their roles in fostering entrepreneurial skills among secondary school students. The study was conducted within the Awka South Local Government Area of Anambra State, focusing on all business subject teachers in the 19 public secondary schools in the area. According to the Post-Primary Secondary School Service Commission (PPSSC) report for the 2022-2023 academic year, there were an estimated 80 business subject teachers among the total of 987 teachers in the local government area. A sample size of 67 respondents was selected using a simple random sampling

technique from the population of business subject teachers in the public secondary schools. The research instrument used was a questionnaire titled “Role of Business Subject Teachers in Promoting Entrepreneurial Skills among Secondary School Students Questionnaire (RBSTPESSSQ)”, developed by the researcher. To ensure the validity of the instrument, it was reviewed by two experts in the Department of Technology and Vocational Education at Nnamdi Azikiwe University, Awka. The reliability of the instrument was assessed using Cronbach's alpha statistics, yielding a coefficient value of 0.88, indicating high reliability. Data collected through the questionnaire were analyzed using mean scores, with a mean cut-off point of 2.50 employed for decision-making. Items scoring 2.50 and above were considered positive responses, while those scoring below 2.50 were deemed negative responses. This analytical approach enabled the identification of perceptions and attitudes of business subject teachers towards their roles in promoting entrepreneurial skills among secondary school students.

**Presentation of Results**

Research Question 1: What are the roles played by business subject teachers in promoting financial management skills among secondary school students in Awka South Local Government Area of Anambra state?

Table 1: Mean response of respondents on the roles played by business subject teachers in promoting financial management skills among secondary school students.

S/N	Item	Mean	Remark
1.	Business subject teachers help students increase their knowledge of recording business transactions	3.50	Agreed
2.	Business subject teachers will aid students to understanding how to budget and forecast	3.32	Agreed
3.	Business subject teachers teach students how to classify financial information in a firm	3.43	Agreed
4.	Business subject teachers aid in understanding pay roll and various operational documents	3.37	Agreed
5.	Through financial management skills, business subject teachers assist students to improve their knowledge of accounting and costing in an organization	2.70	Agreed
6.	Business subject teachers assist students with the skills needed to interpret financial statement	3.37	Agreed

7.	They help students to understand cash flow management.	3.40	Agreed
8.	They also help students to make strategic planning considering their resources.	3.32	Agreed
Grand Mean		3.30	Agreed

Table 1 illustrates that respondents overwhelmingly agree that items 1 to 8 significantly contribute to promoting financial management skills among secondary school students, with mean scores ranging from 2.70 to 3.50. The grand mean of 3.30 confirms that business subject teachers play a crucial role in promoting financial management skills among secondary school students.

Research Question 2: What are the roles played by business subject teachers in promoting technical skills among secondary school students in Awka South Local Government Area of Anambra state?

Table 2: Mean response of respondents on the roles played by business subject teachers in promoting technical skills among secondary school students.

S/N	Item	Mean	Remark
9.	Business subject teachers aid students, teaching them the necessary techniques on how to make effective entrepreneur	3.47	Agreed
10.	Business subject teachers through business subject enhance students' knowledge on the needed techniques for effective technical writing in an organization.	2.98	Agreed
11.	Business subject teachers help students to identify necessary technological software to meet up to new trends in business.	3.01	Agreed
12.	Business subject Teachers assist students in understanding the necessary environmental observation, coordination and specific operation technology skills gives.	3.31	Agreed
13.	Business subject teachers help students acquire software proficiency.	2.41	Disagreed
14.	Business subject teachers help students understand basic programming languages.	3.22	Agreed
15.	Business subject teachers help students develop fundamental skills for managing small projects/businesses.	2.29	Disagreed

Grand Mean	2.95	Agreed
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Table 2 illustrates that respondents agree that items 9, 10, 11, 12, and 14 play a significant role in promoting technical skills among secondary school students, with mean scores ranging from 2.98 to 3.47, which are above the average mean value of 2.50. However, item 15, with a mean score of 2.29, disagreed, with a mean value less than 2.50. The grand mean of 2.95 confirms that business subject teachers play a key role in promoting technical skills among secondary school students.

Research Question 3: What are the roles played by business subject teachers in promoting Marketing skills among secondary school students in Awka South Local Government Area of Anambra state?

Table 3: Mean response of respondents on the roles played by business subject teachers in promoting marketing skills among secondary school students

S/N	Item	Mean	Remark
16.	Business subject teachers help students to understand the methods on implementing promotional marketing strategy.	2.31	Disagreed
17.	Business subject teachers assists students to develop interpersonal skills.	3.10	Agreed
18.	Business subject teachers help students in developing financial literacy to avoid impulse buying.	3.00	Agreed
19.	Business subject teachers assist students to develop bargaining skills.	3.14	Agreed
20.	Business subject teachers boost students' knowledge on managing customers through planning and motivation.	2.41	Disagreed
21.	They help students to identify trending strategies needed for marketing	3.88	Agreed
22.	Help students to communicate to an audience and convey concepts to others in a clear and engaging way.	3.46	Agreed
23.	They help students to develop marketing soft skills like paying attention to details & creativity.	3.50	Agreed
Grand Mean		3.1	Agreed

Table 3 demonstrates that respondents agreed with items 17, 18, 19, 21, 22, and 23, with mean values ranging from 3.00 to 3.88, all above the average mean value of 2.50. However, respondents disagreed with items 16 and 20, with mean scores of 2.31 and 2.41, respectively, which are

below 2.50. The grand mean of 3.1 confirms that business subject teachers play a key role in promoting marketing skills among secondary school students.

### **Discussion of findings**

#### **The Roles Played by Business Subject Teachers in Promoting Financial Management Skills among Secondary School Students**

The findings of this study reveal that business subject teachers play a significant role in enhancing financial management skills among secondary school students in Awka South Local Government Area of Anambra State. Specifically, the results indicate that business subject teachers contribute to improving students' knowledge of recording business transactions, budgeting and forecasting, interpreting financial information, understanding payroll and operational documents, as well as grasping accounting and costing principles. These findings are consistent with Kiyosaki's (2015) assertion that business studies students require financial skills to understand financial principles, make informed decisions, and manage financial products effectively, such as savings, which impact their financial well-being.

Moreover, the findings align with Oheneme's (2019) research, which reported similar financial skills training among small-scale operators from both business and non-business backgrounds. This suggests that the role of business subject teachers in promoting financial management skills transcends academic boundaries and extends to practical applications in various entrepreneurial contexts. Therefore, it can be concluded that business subject teachers play a crucial role in equipping secondary school students with essential financial management skills necessary for entrepreneurial success.

#### **The Roles Played by Business Subject Teachers in Promoting Technical Skills among Secondary School Students**

The findings of this study shed light on the essential roles played by business subject teachers in promoting technical skills among secondary school students in Awka South Local Government Area of Anambra State. Specifically, the results indicate that business subject teachers assist students in acquiring the necessary techniques to become effective entrepreneurs. Moreover, these teachers enhance students' knowledge of technical writing techniques relevant to organizational contexts and help them identify technological software to keep up with evolving business trends. Additionally, business subject teachers aid students in understanding environmental observation, coordination, and specific operational technology skills.

These findings are consistent with Uzoka's (2017) research, which highlighted the importance of similar technical skills training for business education graduates. The similarities between the findings of the present study and previous research suggest that business studies



students share common characteristics and require similar skills training to perform their job tasks effectively.

Overall, the findings underscore the crucial role of business subject teachers in equipping secondary school students with the technical skills necessary for success in entrepreneurial endeavors. By imparting these skills, teachers contribute to preparing students for the dynamic and technology-driven business landscape they will encounter in the future. **The Roles Played by Business Subject Teachers in Promoting Marketing Skills among Secondary School Students**

The findings of this study illuminate the significant roles played by business subject teachers in promoting marketing skills among secondary school students in Awka South Local Government Area of Anambra State. Specifically, the results indicate that business subject teachers assist students in developing interpersonal skills essential for effective marketing. Moreover, these teachers provide students with financial literacy to prevent impulse buying and aid in the development of bargaining skills crucial for negotiation in business transactions. Additionally, business subject teachers help students identify trending marketing strategies and cultivate marketing soft skills, such as attention to detail and creativity.

These findings are consistent with the research conducted by Aneke (2021), which highlighted the influence of a business background on individuals' responses regarding the skills required by secondary school graduates in various business endeavors, including marketing.

Overall, the findings underscore the vital role of business subject teachers in equipping secondary school students with the marketing skills necessary for success in the competitive business world. By imparting these skills, teachers contribute to preparing students to navigate the complexities of marketing and excel in entrepreneurial ventures.

## **Conclusion**

Based on the findings of this study, it is evident that business subject teachers play a pivotal role in promoting financial, technical, and marketing skills among secondary school students in Awka South Local Government Area of Anambra State. Through their instructional efforts, these teachers enhance students' knowledge and capabilities in various aspects of entrepreneurship, thereby equipping them for success in the business world.

### **Implications of the Study**

The study underscores the importance of providing adequate support and resources to business studies teachers in Awka South L.G.A of Anambra State. By ensuring that teachers have a thorough understanding of their roles in promoting entrepreneurship, educational authorities can

facilitate effective teaching and learning experiences. Additionally, the findings highlight the need for ongoing professional development opportunities for business studies teachers to continually enhance their instructional practices and stay abreast of evolving trends in entrepreneurship education. Such initiatives can contribute to the overall improvement of entrepreneurial skills among secondary school students, ultimately fostering economic growth and development in the region.

### **Recommendations**

Based on the findings of this study, the following recommendations are proposed:

1. Government at all levels, corporate organizations, NGOs, philanthropic individuals, and the Parents-Teachers' Association (PTA) should collaborate to ensure adequate funding for business studies subjects in secondary schools. This funding should prioritize the procurement of necessary teaching materials to enhance the quality of instruction in entrepreneurship education.
2. Secondary school students should receive comprehensive career counseling both at home and in school, with a specific emphasis on the benefits and opportunities associated with studying business studies. Additionally, awareness campaigns conducted by organizations such as the National Orientation Agency (NOA) can help highlight the importance of entrepreneurship education and its potential impact on societal development.
3. Government educational bodies should work towards developing entrepreneurship-focused curriculum content within the business studies curriculum. These curriculum contents should be designed to equip students with the requisite competencies and skills needed for successful entrepreneurship activities. Moreover, the curriculum should be regularly updated to reflect current trends and emerging practices in entrepreneurship.

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