# STRATEGIES CONSIDERED EFFECTIVE FOR TEACHING ENTREPRENEURSHIPBY BUSINESS SUBJECT TEACHERS IN SECONDARY SCHOOLS IN ANAMBRA STATE

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**Abstract**

*This study sought to ascertain the opinions of business subject teachers on the strategies considered effective for teaching entrepreneurship in secondary schools in Anambra State. Two research questions and four hypotheses guided the study. Descriptive survey research design was adopted for the study. The population comprised 513 business subject teachers. A sample size of 244 business subject teachers was selected for the study using simple random sampling technique. A structured and validated questionnaire with 18 items was used for data collection. Mean was used to answer the research questions while standard deviation was used to check how close or otherwise of the respondents responses to the mean. t-test and ANOVA were used to test the hypotheses. Findings of the study revealed that the use of information and communication technology and school-industry partnership were highly effective strategies for teaching entrepreneurship. Based on the findings of the study, it was concluded that information and communication technology strategies and school industrial collaboration strategies are considered highly effective for teaching entrepreneurship. It was also concluded that gender and type of school do not affect the strategies considered effective for teaching entrepreneurship. It was recommended amongst others that, the Anambra State Government should provide funds for secondary school management, regular training and retraining programmes of business subject teachers both in public secondary schools to enable them update their ICT skills so as to utilize new technologies for instructional purposes.*

**Keywords**:Entrepreneurship,Informationandcommunicationtechnology and school-industrial partnership.

## Introduction

In recent times, entrepreneurship has been found to be worthy in developing human capital and also the economic drive of a nation at large. Entrepreneurship education was specifically introduced in the Nigerian secondary school curriculum to disseminate information, skills and motivation that promote entrepreneurial success in a variety of settings (Onuka, 2008). Thus, Anambra State keyed in by teaching



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entrepreneurship studies in her secondary schools. Entrepreneurship studies is a vital instrument that serves as an antidote for mass unemployment especially among secondary school drop outs, the graduates and to developing nations such as Nigeria. Entrepreneurship studies equips individuals with skills, knowledge, attitudes and competences needed to discover business opportunities in a dynamic environment, venture into the risk of business, create an enabling business relationship become a successful entrepreneurs. Ofsted (2011) saw entrepreneurship studies as equipping children and young people with the knowledge, skills and understanding to help them make good use of the economic, business and financial environments in which they live. Entrepreneurship education according to Ezeani (2012) is referred to programs that promote and provide skill training for business creation and development.

Entrepreneurship education is geared towards developing a strong, innovative, risk-venturing, well motivated and highly enterprising individuals. In support of this, Onuka (2008) stated that entrepreneurship seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It equips the learner with the skills of realizing new business opportunities, making effective decisions, developing ideas, and methods for taking business risks and establishing mutual business relationship for successful operation. In order to impart this knowledge into students, it takes a competent teacher and the use of effective strategies. Such strategies could be the use of Information and Communication Technology (ICT) and school-industrial collaboration.

Information and Communication Technology has taken over the world, making it a global village. Through ICT, so many achievements have been made. ICT enables technological innovation and development, fast dissemination of information, socio-economic/ cultural/ technological development and it is widely used in the teaching and learning.ICT has several definitions depending on the nature of its use. According to Hennessy, Onguko, Harrison, Ang'ondi (2010), Information and communication technology is used as an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems, as well as the various services and applications associated with them, such as video conferencing and distance learning. Ogundipe (2012) defined ICT as an electronic device, which is manufactured to accept an ordered sequence of instruction given to it in an appropriate language and to carry out these instructions with great speed and accuracy.

In recent times, ICT is rapidly transforming the way people access information and services, communicate with each other, entertain themselves and even do business (Hennessy, Onguko, Harrison & Ang'ondi, 2010). Internet and social media platforms are strong points in ICT. Most job adverts and its application process is carried out on the above platforms, thus, ICT entrepreneurs generate money by sourcing out the information from the internet, filling and submitting the



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forms online for their clients. Internet and social media platforms also aids buying and selling of goods and services. Therefore, ICT competencies are very necessary and mandatory, for one to be gainfully employed in the society in the current economy after secondary education. These competencies are equally necessary in starting one's own business. Teachers should make use of ICT gadgets in teaching entrepreneurship so to impart the competencies to the students. Teachers as well should engage themselves in other forms of training to update their knowledge on ICT usage as such will improve the quality of their teaching/lesson delivery. Moreover, there is need for schools to create a relationship with industries so that students can visit the industry and learn the practical aspect of entrepreneurial processes.

School-industrial linkage is one of the pedagogical methods adopted in the teaching/learning situation for easy acquisition of skills. It has to do with the relationship between school and the industry. According to Odu (2010), school-industry linkage is the collaboration between formal education and meaningful industrial work experience, which enable students to acquire knowledge, skills and appropriate attitude to work. Elechi (2009) posited that school industrial collaboration is one of the best pedagogical methods or practices to enhance students learning experiences. It is one of the strategies used to promote entrepreneurial skills acquisition in the schools (Yusuf, 2011; Onele & Nwite, 2011). It is also the process through which the school gains and gives assistance to the industry and the industry in turn exposes students to real and practical job experiences. The two parties play vital roles and complement each other. In support of the above, Wright in Elechi (2009) stated that school industry link provides the means by which teachers and students can have access to more accurate information about various types of work and requisite skills possessed in entrepreneurship to be independent and self reliant. Hence, it is necessary in building up knowledge and skill for self reliance.

However, it is the responsibility of the business teacher who teaches entrepreneurship to identify and use the various effective strategies for imparting an in-depth knowledge, skills and competencies since entrepreneurship education is the purposeful intervention by business subject teachers in the life of the learner to impact entrepreneurial qualities and skills that would enable the learner to survive in highly competitive world of business (Orji, 2015). This would enable the students upon graduation to be useful within the society and benefit as they transit to higher institution as well. Meanwhile, gender and school ownership could be determinant factor on the various strategies to be used by business subject teachers for teaching entrepreneurship. Gender according to Wall (2015) is the state of being male or female which affects role performance. Gender of business subject teachers may have little influence on the strategies considered effective when it comes to teaching of entrepreneurship. That is to say that there are indications of gender bias when considering strategies used in teaching entrepreneurship education; that is, male



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business subject teachers tend to consider some strategies effective while female does not consider them effective (Kabeer, 2009).

School Ownership also may determine the type of strategies to be adopted in teaching entrepreneurship. School ownership in Nigeria is classified into two; the public and the private owned schools. Public secondary schools are those own and managed by the state and federal government, while the private schools are owned and managed by the individuals who established such schools. It could be that business subject teachers in both private and public secondary schools have different views about strategies for teaching entrepreneurship education. It was against this background that this study sought to ascertain the opinion of business subject teachers on the strategies considered effective for teaching entrepreneurship education in the secondary schools in Anambra State. More so, this study would be beneficial to the students, classroom teachers, the curriculum planners when published. The students' parents, community and the state at large will benefit as well.

**Statement of the problem**

Entrepreneurship studies are skill subjects that require student centred / practical instructions for mastery of the subject by the students. Thus, this could be achieved through the use of effective strategies in teaching it, as this will expose students to work methods and techniques in handling equipment and machinery. This will in turn impart in the students the necessary skills and knowledge required for success in life. It will also increase their job opportunity and self- employment after their secondary school and minimize the rate of unemployment amongst secondary school leavers.

Most of the secondary school leavers in Anambra state do not possess adequate skills that will enable them get jobs or even create jobs themselves after graduation. Many secondary school leavers resort to street hawking and some engage in all manner of social misconducts when they cannot get admission into higher institutions. This implies that the progress of entrepreneurship in attaining its purpose is yet to be fully achieved. This might be attributed to the strategies utilized by the teachers in teaching entrepreneurship. This study sought to ascertain the opinion of business subject teachers on the strategies considered effective for teaching entrepreneurship in the secondary schools in three education zones (Aguata, Awka, Ogidi) in Anambra State.

**Purpose of the study**

The main purpose of this study was to ascertain the strategies considered effective for teaching entrepreneurship by business subject teachers in Anambra State. Specifically the study ascertained the opinions of business subject teachers on the:

1. Information communication technology (ICT) strategies considered for effective teaching of entrepreneurship education in secondary schools.



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2. School-industrial collaboration strategies considered for effective teaching of entrepreneurship education in secondary schools.

**Research Questions**

The following research questions guided the study:

1. What information communication technology (ICT) strategies do business subjects teachers consider effective for teaching entrepreneurship education in Secondary schools in Anambra State?
2. What school-industrial collaboration strategies do business subjects teachers consider effective for teaching entrepreneurship education in Secondary schools in Anambra State?

**Hypotheses**

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

1. There is no significant difference in the mean ratings of male and female business subject teachers on the Information and Communication Technology (ICT) strategies considered effective for teaching entrepreneurship education in secondary schools.
2. Business subject teachers in the state, federal and private owned secondary schools in Anambra State do not differ significantly in their mean ratings on the information and communication technology (ICT) strategies considered effective for teaching entrepreneurship education in secondary schools.
3. There is no significant difference in the mean ratings of male and female business subject teachers on school industrial collaboration strategies considered effective for teaching entrepreneurship education in secondary schools.
4. Business subject teachers in the state, federal and private owned secondary schools in Anambra State do not differ significantly in their mean ratings on the school-industrial collaboration strategies considered effective for teaching entrepreneurship education in secondary schools.

**Method**

Descriptive survey design was used for the study. The area covered was Anambra State.The population of the study comprised 513 business subject teachers in 784 secondary schools in Anambra State. However, 244 teachers made up the sample size of the study from three education zones namely Aguata, Ogidi and Awka, using simple random sampling technique. The instrument for data collection was an 18-item structured questionnaire developed by the researcher. Cronbach Alpha reliability coefficient was used to determine the internal consistency of the instrument. Mean was used to answer the research questions while standard deviation was used to check how close or otherwise of the respondents responses to the mean. t-test and ANOVA were used to test the hypotheses. Means scores ranged from 4.50 - 5.00 were



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rated Very Highly Effective (VHE), and mean scores ranged from 3.50 -4.49 were rated Highly Effective (HE). Mean scores ranged between 2.50 - 3.49 were rated Moderately Effective (ME), mean scores between 1.50 – 2.49 were rated Less Effective (LE) and mean scores between 0.50 – 1.49 were rated Very Less Effective (VLE).

Regarding the hypotheses, when the p-value is less than 0.05 ($P < 0.05$), the null hypothesis was not rejected, otherwise, reject the null hypothesis. The analysis was done using the Statistical Package for Social Sciences (SPSS) version 23.0.

**Results**

**Table 1**

**Respondents' mean ratings on information and communication technology strategies considered effective for teaching entrepreneurship. (N = 244)**

| S/N | ICT Strategies | X | SD | Remarks |
|---|---|---|---|---|
| 1 | The use ofcomputer programs to show entrepreneurship analysis such as business transaction data. | 4.52 | .60 | V.H.E |
| 2 | The use of film display to show a production process like cake and soap making. | 4.27 | .56 | H.E |
| 3 | The use of CorelDraw to showcase entrepreneurial procedures with computer such as photo editing. | 4.24 | .54 | H.E |
| 4 | The use of power point presentation to teach how to discover opportunity and skill(s) to harness such opportunity. | 4.27 | .50 | H.E |
| 5 | The use of world wide web search engine to browse and display entrepreneurial data such as networking business on the internet. | 4.37 | .54 | H.E |
| 6 | The use of duplicating/photocopying machines to demonstrate the process for the students. | 4.37 | .59 | H.E |
| 7 | The use of printing machine to demonstrate printing operations for the students. | 4.41 | .68 | H.E |
| 8 | The use of entrepreneurship education software like corel draw and photo-shop to edit photos in the computer. | 4.29 | 66 | H.E |



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| | | | | |
|---|---|---|---|---|
| 9 | The use of social media like whatsApp and facebook to teach entrepreneurship to students. | 4.29 | .66 | H.E |
| **Cluster Mean** | | **4.33** | **H.E** | |

Data in Table 1 show that out of nine items listed on the information and communication technology teaching strategies, respondents considered the first item as very highly effective with mean score of 4.52 and the remaining eight items are considered highly effective. The cluster mean score of 4.33 shows that business subjects teachers considered the use of information and communication technology teaching strategies highly effective for teaching entrepreneurship in secondary schools. The standard deviations for all the items range between 0.54 to 0.68. This shows that the respondents are close in their responses..

**Table 2**

**Respondents' mean ratings of school-industrial collaboration strategies considered effective for teaching entrepreneurship. (N = 244)**

| S/N | School-industry Collaboration Strategiea | X | SD | Remarks |
|---|---|---|---|---|
| 10 | Financial assistance by industries in conducting research on matters relating to entrepreneurship. | 4.24 | .49 | H. E |
| 11 | Scholarship by industries to entrepreneurship students with outstanding performance during industrial training. | 4.57 | .55 | V.H.E |
| 12 | Acceptance of students on field trips and excursions by the industries. | 4.41 | .55 | H. E |
| 13 | Organization of workshops for entrepreneurship students by the industry for practical training. | 4.48 | .50 | H. E |
| 14 | Proper orientation for entrepreneurship students in industries before commencement of industrial work training | 4.64 | .48 | V.H.E |
| 15 | Utilization of industrial fellowship workshops and seminars for business subject teachers to impact students. | 4.29 | .46 | H. E |
| 16 | Provision of flexible study schedule by the industries as a guide to students enable them explore the wide range of available learning opportunities. | 4.43 | .50 | H. E |
| 17 | Invitation of experts from industries to the schools as resource persons to demonstrate skills and production techniques on entrepreneurship to students. | 4.37 | .49 | H. E |



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| | | | | |
|---|---|---|---|---|
| 18 | Organization of short practical courses by the industries for business teachers to update their knowledge and skills. | 4.61 | .49 | V.H.E |
| | **Cluster** | **4.45** | | **H.E** |

Data in Table 3 show that out of nine items listed on school-industrial collaboration strategies, the respondents considered items 11, 14 and 18 very highly effective while the remaining six items are considered as highly effective strategies. The cluster mean score of 4.45 indicates that business subjects teachers considered school-industrial collaboration strategies highly effective for teaching entrepreneurship in secondary schools. The standard deviations for all the items are within 0.46 to 0.55. This shows that the respondents are very close to their ratings.

**Testing the hypothesis**

**Null Hypothesis 1**

There is no significant difference in the mean ratings of male and female business subject teachers on the Information and Communication Technology (ICT) strategies considered effective for teaching entrepreneurship in secondary schools.

**Table 3:**

**T-test comparison of male and female business subjects teachers mean ratings on information and communication technology strategies considered effective for teaching entrepreneurship.**

| Gender | N | $\overline{X}$ | SD | df | t-value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Male | 85 | 38.50 | 2.16 | | 1.22 | | |
| | | 242 | | | | 0.23 | Not Sign. |
| Female | 159 | 39.38 | 2.17 | | | | |

Table 3 show a t-value of 1.22 with a p-value of 0.23 at 242 degree of freedom which is greater than the significant value of 0.05 (0.23 > 0.05). This means that the respondents do not differ significantly in their mean ratings on information and communication technology strategies considered effective for teaching entrepreneurship as a result of gender. Therefore, the null hypothesis was not rejected.

**Null Hypothesis 2**

Business subjects teachers in state, federal and private owned secondary schools in Anambra State do not differ significantly in their mean ratings on the information and communication technology (ICT) strategies considered effective for teaching entrepreneurship in secondary schools**.**



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**Table 4: One – way Analysis of Variance (ANOVA) on the mean ratings of respondents on the information and communication technology (ICT) strategies considered effective for teaching entrepreneurship based on ownership of schools**

| Sources of Variance | Sum of Squares | Df | Mean Square | F-ratio | p-value | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 13.36 | 2 | 6.68 | 1.43 | 0.25 | not significant |
| Within Groups | 158.63 | 241 | 4.66 | | | |
| Total | 172.00 | | | | | |

Table 4 show f-ratio of 1.43 at 2 and 241 degree of freedom with a p-value of 0. 25. Since the p-value of 0.25 is greater than 0.05 (0.25 > 0.05), the null hypothesis is not rejected. This means that business subjects teachers in state, federal and private owned secondary schools in Anambra State do not differ significantly in their mean ratings on the information and communication technology (ICT) strategies considered effective for teaching entrepreneurship in secondary schools.

**Hypothesis 3**

There is no significant difference in the mean ratings of male and female business subject teachers on school industrial collaboration strategies considered effective for teaching entrepreneurship in secondary schools.

**Table 5**

**T-test comparison of male and female business subjects teachers mean ratings on the school-industrial collaboration strategies considered effective for teaching entrepreneurship.**

| Gender | N | $\overline{X}$ | SD | df | t-value | P-value | Decision |
|---|---|---|---|---|---|---|---|
| Male | 85 | 38.75 | 1.95 | | 2.79 | | |
| | | 242 | | | | 0.08 | Not Sign. |
| Female | 159 | 40.67 | 2.15 | | | | |

Data in Table 5 show a t-value of 2.79 at 242 degree of freedom with a p-value of 0.08. Since the p-value of 0.80 is greater than 0.05 (0.08 > 0.05), this means that there is no significant difference in the mean ratings of male and female business subject teachers on school-industrial collaboration strategy considered effective for teaching entrepreneurship in secondary schools. Therefore, the null hypothesis was not rejected.



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**Hypothesis 4**

Business studies teachers in state, federal and private owned secondary schools in Anambra State do not differ significantly in their mean ratings on the school-industrial collaboration strategies considered effective for teaching entrepreneurship in secondary schools**.**

**Table 6: One – way Analysis of Variance (ANOVA) on the mean ratings of respondents on the school-industrial collaboration strategies considered effective for teaching entrepreneurship based on ownership of schools**

| Sources of Variance | Sum of Squares | Df | Mean Square | F-ratio | p-value | Decision |
|---|---|---|---|---|---|---|
| Between Groups | 8.890 | 2 | 4.445 | 0.87 | 0.43 | not significant |
| Within Groups | 174.138 | 241 | 5.122 | | | |
| Total | 183.027 | | | | | |

Data in Table 6 show f-ratio of 0.87 at 2 and 241 degree of freedom with a p-value of 0.43. Since the p-value of 0.43 is greater than 0.05 (0.43 > 0.05), the null hypothesis is not rejected. This means that business subjects teachers in state, federal and private owned secondary schools in Anambra State did not differ significantly in their mean ratings on the school-industrial collaboration strategies considered effective for teaching entrepreneurship in secondary schools.

**Discussion**

The findings of this study revealed that business subject teachers considered the use of ICT teaching strategy highly effective for teaching entrepreneurship in secondary schools in Anambra State. This is encouraging because out of nine items, one was rated very highly effective while the remaining eight was rated highly effective. The high ratings indicated that the use of power point presentation, World Wide Web search engine and other ICT strategies when teaching enhances students learning of entrepreneurship.

This is shown by a cluster mean score of 4.33 which is within the highly effective (3.50-4.49) category. Findings of this study concur with that of Okoye (2017) which revealed that the use of computer simulation and computer-assisted instruction are effective strategies for teaching entrepreneurship. Okoye further stated that the appropriate use of ICT in instruction enables business teachers to equip students with the right skills required for entrepreneurship business. Ejinkeonye and Chukwuone (2014) agreed that the use of ICT should be emphasized in teaching



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entrepreneurship because it is an effective strategy for equipping students with entrepreneurial skills for self-reliance on graduation.

The fact that all the listed items on the use of ICT teaching strategies were either rated very highly effective or highly effective is not surprising considering the impact of ICT in the field of entrepreneurship education at both tertiary and secondary school levels. According to Okoro (2013), ICT facilitates interaction between business subject teachers and students, enhances effective storage of business information, and facilitates the retrieval of business information. Nwaukwa (2015) in support stated that effective integration of ICT in the teaching of business subjects (entrepreneurship subjects inclusive) enables business subjects teachers to teach students with basic ICT skills so as to prepare them to live fulfilled and productive lives in a knowledge-based society. Nwaukwa further stated that ICT is imperative in the teaching of entrepreneurship as a subject and also enables business subject teachers to equip students with appropriate skills for future jobs.

Similarly, the findings of the study regarding the first and second hypotheses revealed that gender and ownership of school did not influence business teachers' mean ratings on information and communication technology strategies considered effective for teaching entrepreneurship. The findings of no gender influence agrees with that of Mathew (2010) which indicated that male and female teachers see the use of ICT as an effective strategy for teaching entrepreneurship as it helps in creating entrepreneurial intention among male and female students. Mathew furthers averred that ICT usage helps not only male students to become self-reliant upon graduation, but also equips female students to take part in today's business world on graduation. Mustafa (2014) in agreement stated that teachers, regardless of their gender are always keen to utilize new technologies in teaching in the hope that technology is an effective strategy to overcome the problems encountered in teaching. However, Hafkin (2012) disagreed by revealing that the effectiveness of ICT as a teaching strategy is viewed differently by males and females. Hafkin stated that males viewed the use of ICT as an effective strategy in teaching and learning more than the females. The author pointed out that there are substantial differences between women and men in access to and impact of the use of ICT in teaching and learning.

Regarding ownership of schools, the finding corroborates that of Lalitha and Prasad (2014) which revealed that ownership of schools (that is, public schools versus private schools) has no impact on teachers' usage of ICT as effective strategies for teaching entrepreneurship as a subjects in secondary schools. However, Malero, Ismail and Manyilizu (2015) reported that there is a relationship between the types of school with the readiness to adopt the use of ICT as an important strategy in teaching with private school being favoured. Malero et al. revealed that teachers in private secondary schools considered the use of ICT as effective teaching strategies more than their counterparts in public secondary schools because private schools have more teachers with ICT basic skills, more functioning ICT materials and conducive teaching /learning environment compared to their public schools counterparts.



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Thefindings of the study regarding the second research question showed that business subjects teachers considered school-industrial collaboration strategy highly effective for teaching entrepreneurship education in secondary schools in Anambra State. The findings of this study are in agreement with that of Jimoh, Maigida and Adebayo (2014) which revealed that maintaining school-industrial partnership can help in improving the delivery of vocational and technical education at both secondary and tertiary education levels. In line with this, Odu (2010) revealed that good school-industry collaboration will lead to effective entrepreneurship education. Similarly, Okolocha and Ile (2012) revealed that business educators strongly perceived school-industrial collaboration in teaching entrepreneurship to students effective. Okolocha and Ile stated that, the greatest strengths of using industrial collaboration as a strategy for teaching entrepreneurship lies in helping students to appreciate what is learned in the classroom.

According to Okolocha and Ibik (2014), school-industrial collaboration can help bridge the gap between the theory and practice of allied discipline in Nigerian schools, and achieve its mandate initiated Nigerian version of linkage program between schools and industries. This supports the earlier assertion of Alagbe (2007) that an effective school-industrial partnership can act as a stimulating factor in making students' practical experiences real and meaningful. Since entrepreneurship education exists to serve the industry, it is therefore, necessary that a high degree of linkage be developed and maintained between entrepreneurship education and industry. Effective linkage could force both industry and vocational education institutions to share their needs, problems, issues, strengths and weaknesses encountered in producing competent and quality entrepreneurial education students that will meet the demands of the industries, labour markets and society generally (Okolocha & Ile, 2012). Odu (2010) opined that the issue of making skills training and acquisition meaningful and relevant to the needs of the individual and the society will remain a mirage without good school-industry linkage.

Similarly, the test of the third and fourth hypotheses revealed that gender and ownership of school did not influence business subjects teachers' mean ratings on the effectiveness of school-industrial collaboration strategies for teaching entrepreneurship. The finding of no gender influence disagrees with that of Okolocha and Ibik (2014) which revealed that gender has a significant effect on respondents' opinions. Regarding the findings on school ownership, Okolocha and Ile (2012) revealed that business educators regardless of where they are teaching did not differ significantly in their perception of the strengths of school-industrial partnership as a strategy for teaching entrepreneurship education.

## Conclusion



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The success of teaching and learning of entrepreneurship is very important because of its ability to produce human capital for self and national development. Thus, the success of teaching and learning process here depends on effective strategies employed by the teachers during lesson delivery. Business subject teachers should therefore employ the use of ICT and school-industrial partnership strategies to facilitate students' skills for self reliance and employability after graduation.

**Recommendations**

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

1. Proprietors of private secondary schools should seek the help of non-governmental organizations (NGOs) and other private individuals in areas of provision of ICT facilities and other infrastructures to improve the teaching and learning of entrepreneurship in their schools. This is because, ICT resources are expensive to acquire, and cannot be left in the hands of private school owners.
2. The Anambra State government should provide funds for the organization of regular training and retraining programmes for business subject teachers both in public and private secondary schools to enable them update their ICT skills so as to utilize new technologies for instructional purposes.
3. The State Ministry of Education should set up a framework to review current entrepreneurship studies curricula in secondary schools to incorporate the use of ICT facilities and practical-based teaching strategies to enhance the delivery of entrepreneurship studies.
4. School Administrators in both public and private secondary schools should partner with industries in areas of workshops, conferences; tours, exchange programmes, classroom visits, workplace visits, guest speakers, seminars and presentations. This will boost the teaching of entrepreneurship studies in secondary schools.

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