Entrepreneurship Education for Sustainable Livelihood: A Panacea for Stress Management among Secondary School Teachers

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Abstract

The study examined the instrument of entrepreneurship as a tool for sustainable livelihood of secondary school teachers in Akwa Ibom State. The ex-post facto research design was used on population of 1897 public secondary school teachers of Akwa Ibom North West Senatorial District. A sample size of 300 teachers responded to the researcher’s made instrument “Entrepreneurship and Sustainable Livelihood Questionnaire (ESLQ)”. Data analysed used mean score and ranking for research question, while t-test and analysis of variance were used for the null hypotheses. The major findings revealed that: (i) Trading has the highest mean score of 3.02. (ii) There is no significant difference between male and female on entrepreneurship activities engaged by the teachers and also based on their educational levels. (iii) A significant difference existed on entrepreneurship activities engaged by teachers based on age. Recommendations were that teachers should engage in entrepreneurship activities that complement their psychological makeup to avoid unnecessary stress occurrence and help in sustaining their livelihood and also participate in capacity building programmes.

Keywords: Entrepreneurship Education, Sustainable Livelihood and Stress Management.

Introduction

Individuals in one way or the other address issues that is pertinent in daily living by indulging in activities that would enhance their livelihood. Whatever it is that gives man satisfaction, such must be sustainable to enhance economy. Nigeria as it were had developed and is still developing entrepreneurship programmes upon the bedrock of the National Policy for citizens to address challenges in life, cope with the stress that comes from these challenges for a better living. Aside from the natural disasters that are inevitable, the insurgence of Boko Haram,
political instability, economic upheavals, ethnic disparity, instability in homes, religious clashes, technological innovations and their associated conundrums present challenges to the people.

These challenges have obliged Nigeria to use every available resource to make living worthwhile, and as such explore mechanisms for stress management, especially among adults whom much responsibility rest on. These invasive challenges call for the need for entrepreneurship education for sustainability. The citizen should be assisted to reason rationally, make accurate decisions on employable skills for self employment rather than dwelling and depending on government jobs. By training, individuals develop skills to create wealth, generating money to start and run a business which in turn produces value and money. This operation is known as entrepreneurship.

Entrepreneurship is the process of starting and running a business enterprise. It involves investing capital in resources and in development of products and services to create a viable commercial enterprise. The individual who starts up a company or business is called an entrepreneur. The entrepreneur perceives a new business opportunity and often exhibit biases in the perception and subsequent decisions to exploit the opportunity (Zuamo and Umogbai, 2008). In a business setting there is both the entrepreneurship and intrapreneurship. According to Zhang and Cueto (2015) the entrepreneurship starts everything while the intrapreneurship keep the organization going, and profit with new ideas that adapt to market changes. In starting a business, there is a demand for vocational skills to market the services to an accomplished end. This requires receiving instructions for a proper execution. This is known as entrepreneurship education (Zuamo and Aondaoka, 2008).

Entrepreneurship education is the foundation to which an entrepreneur plans, make decisions to arrive at a reasonable experience. It is the application of instructions in learning in the process of making or creating a business enterprise. Similarly it incorporates training and obtaining financial resources such as loans, ventures, capitals, financing and grants (Rasmussen and Sorheim, 2006; Cohoon, Wadha and Mitchell, 2010). The concern of any society is the reduction of poverty and acceleration in economic growth and development. Across the world there are competitions in all sectors trying to make living easier for its citizenry. As such entrepreneurship education provides individuals with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurial education translates
the statements of policy of education in Nigeria into workable results (NPE, 2013; Anerua and Obiazi, 2015).

The national policy on Education emphasises the need for vocational skills by indulging in alternative career path to cope with stress (Ogundare, 2015). Consistently, Obinaju (2012) stated in an inaugural lecture that vocationally all children are expected to have a smattering knowledge of at least three productive skills and an expert competence on at least one. This empowers the individual to become independent and live happily rather than being frustrated in adult life. In line with this, Zuamo and Aondoaka (2008) asserted that the vision of innovative idea culminates in the renewing and improving curriculum provisions to capture technological and vocational skills. The aim is to sensitise its citizen with productive skills to become useful to self and the society. This is why secondary school teachers indulge in entrepreneurial activities.

Teachers of secondary schools are not adequately taken care of by the government as noticed by the researcher, through payment of salaries which is not commensurable with the present adverse economy. This renders teachers to be exposed to challenges in sustaining livelihood which create stress. To these effects, teachers get involve in entrepreneurial activities that make provisions for technological and vocational skills.

In secondary schools sufficient time is left to the advantage of teachers to make use of. Many businesses are explored, but as public servants, teachers are expected to indulge in businesses that are not cumbersome in magnitude and time usage so as not to affect their teaching productivity. The entrepreneurship activities that are commonly engaged by teachers are trading, farming, food processing, juice making, restaurant business, wine making, networking, toilet wash/odour control making, networking, agricultural products making (garri, fufu, palm oil, palm kernel/oil), clothes designing, catering, decorating, cosmetology, computer operation, soap/detergent making, poultry, fish pond, hair making, photography, printing.

A teacher who perceives entrepreneurial behaviour and its consequences as valuable, beneficial and favourable would accomplish effectiveness and a reduction of emotional arousal such as stress and anxiety. The inadequate salaries, late payment and no incentives by the government towards teachers’ welfare and wellbeing invariably to an extent would be managed and livelihood sustained. Teachers who show positive attitude toward entrepreneurship develop a strong sense of entrepreneurial self efficacy and inhibit the occurrence of unnecessary challenges that create stress that is dangerous for wellbeing.
The daily living condition of man to meet challenges creates stress. Stress is defined by Weiten (2007) as any circumstances that threaten or are perceived to threaten one’s well being and thereby thwart one’s coping abilities. Udoh and Ajala (2005) opined that stress of life is almost irresistible in many circumstances, therefore at any given moment each person is continuously dealing with stresses that attempt to deprive gratification and happiness. Stress can be managed or coped through positive thinking. Traditionally, adults are responsible over several issues such as catering for self, family and other significant members, and with these, their minds are often agitated, anticipating and being apprehensive on lots of issues that are challenging to be addressed.

A relaxed and positive mind would have a right focus on work. Strategies would be mapped through planning, making accurate decisions and executing them. In the process of entrepreneurship, failure could emerge, but a persistence mind determines to arrive at successful goals in a meticulously calculated attempts. According to Collins (2007) to cope with stress, an individual must become resilience. Most people have intellectual abilities, skills, past experiences, and motives that can help cope with stress. Resilience is the human capacity to cope effectively, adapt, maintain equilibrium and even thrive in times of crises and other major life stresses. Teachers who engage in entrepreneurship activities build resilience, live through or overcome stressors and maintain their human rights. In order words when economy is stabilized, individuals possess enduring personality.

Regular exercises help control stress by creating positive impact on the physical body, lower blood pressure, a healthier heart, improves mental strength and boost immune system. This could be achieved by engaging in entrepreneurial activities to deter idleness after school work. However, Miron Shatz, Shatz, Becker, Patel and Eysenbach (2014) conclusively asserted that indulging in entrepreneurship culminate into a sustained economy and promotes good health in an individual. Insecurity in salaries is best tackled with entrepreneurship as added advantage to livelihood and manages stress. More so, teachers who engage in entrepreneurial activities would have a stable mind because of the increase in the economy and as such would effectively perform various instructional roles and apply different teaching strategies that make work less stressful. Entrepreneurship engages the mind to plan, focus, strategize, execute and aim for profit making. This is one of the factors that occupy an individual and help curb stress which could result from poor economy.
The achievement motivation theory of McCelland (1965) assumes that what account for the rise in civilization is the entrepreneurial spirit which exploits resources such as markets, minerals, trade routes or factories, attitude found in most businessmen. A country could be helped to develop rapidly by being able to select, encourage and develop business executives who have vigorous entrepreneurial spirit or a strong drive for achievement. The implication is that a man that spends time to think about doing things better has concern for achievement. People who spend time to think about getting ahead inventing new gadgets, defining problems that need to be solved, considering alternative means of solving them and calling in experts for help, aid in improving the economy. There is a positive correlation of businessmen and achievement (Harpton, Summer and Webber, 2002). Teachers who involve in an enterprise would always be differentiated by the warm aura or personality they posses. Complaints and lack are far from them and they are better adjusted socially and emotionally, defiling the occurrence of stress that cannot be managed.

Statement of the Problem

In the current challenging phase of economy experienced in Nigeria, it is noticed by the researcher that most secondary school teachers wait for salaries to be paid to meet their needs at the end of a month. This endangers their income level and the maintenance of their families which invariably creep into the economy of the nation. Teachers are seen to be self pitied by observation, when salaries are not paid on time the researcher noticed that teachers are often described as complainers. They often complain of no money and run into indebtedness. Eventually, when salaries are paid, it is not enough, complaints are still made that could cause stress leading to pathological disorder. Most teachers only depend on salaries not employing entrepreneurial skills to become self sufficient financially. How be it, it is necessary to examine how being involve in entrepreneurship could sustain the livelihood of a teacher.

Purpose of the Study

The study specifically;

Identify the different entrepreneurship activities secondary school teachers can embark on for their sustainable livelihood.

Research Question

What are the entrepreneurship activities that secondary school teachers can embark on for sustainable livelihood?
Null Hypotheses

$H_0_1$: There is no significant difference in the entrepreneurship activities engaged by male and female secondary school teachers.

$H_0_2$: There is no significant difference in the entrepreneurship activities engaged by secondary school teachers based on age.

$H_0_3$: There is no significant difference in the entrepreneurship activities engaged by secondary school teachers based on educational levels.

Methodology

Ex-post facto design was used in conducting the study in the 80 public Secondary Schools in Akwa Ibom North West Senatorial District with the population of 1897 secondary school teachers (Source: State Secondary Education Board (SSEB), 2016).

A multistage sampling procedure was adopted in selecting the respondents. At the first stage purposive sampling procedure was used to choose three Local Government Areas from the Senatorial District. At the second stage respondents were stratified into different strata of gender, age and educational level. The third stage made use of simple random sampling procedure for choosing three hundred (300) participants, consisting of 160 females and 140 males. This total number came from the 100 participants from each local government areas.

Instrumentation

The instrument titled “Entrepreneurship and Sustainable Livelihood Questionnaire (ESLQ)” was developed by the researcher for data collection. The instrument was face validated and had a reliability index of 0.62. Three hundred copies were duly completed and returned. Section A contained demographic data while section B contained items on entrepreneurship employed. The four-point rating type scale was used.

Data Analysis

The demographic data was analysed using frequency counts and simple percentage. Research question was analysed with mean and ranked. Null hypotheses were analysed with t-test and analysis of variance at 0.05 alpha level of significance.

Results

Descriptive analysis of the demographic data shows the frequency distribution and percentage.

Table 1: Frequency Counts and Percentages
<table>
<thead>
<tr>
<th>Item grouping</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>140</td>
<td>46.7</td>
</tr>
<tr>
<td>Female</td>
<td>160</td>
<td>53.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Age group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-39 years</td>
<td>92</td>
<td>30.7</td>
</tr>
<tr>
<td>40-54 years</td>
<td>108</td>
<td>36.0</td>
</tr>
<tr>
<td>55 years and above</td>
<td>100</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td><strong>Educational level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OND/NCE</td>
<td>69</td>
<td>23</td>
</tr>
<tr>
<td>First degree</td>
<td>207</td>
<td>69</td>
</tr>
<tr>
<td>Master degree</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Ph.D</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

In Table 1, female 160 (53.3%) participated in the study more than male 140 (47%). Majority of the participants 108 (36%) falls within the age group of 40-45 years. Educational level of majority who participated were first degree 207 (69%) while the least had a Ph.D. 3 (1%).

**Research Question**

**Table 2: Mean Scores and Ranking of Entrepreneurship Employed**

<table>
<thead>
<tr>
<th>Item no</th>
<th>Item statement</th>
<th>Mean</th>
<th>Ranking</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Trading</td>
<td>31.2</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>2</td>
<td>Clothes designing</td>
<td>29.1</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>3</td>
<td>Catering</td>
<td>29.0</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>4</td>
<td>Farming</td>
<td>30.0</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
<tr>
<td>5</td>
<td>Food processing</td>
<td>2.24</td>
<td>12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Agreed</td>
</tr>
</tbody>
</table>
Table 2 shows entrepreneurship activities engaged by secondary school teachers. The mean scores indicated that 16 items out of 22 items were agreed based on decision rule while 6 items were disagreed. The common activities engaged by secondary school teachers are trading, farming, clothes designing, catering, restaurant business, soap/detergent making, toilet wash/odour control making and insecticides making, and others while the less common activities are cosmetology, computer operator, glass fixing and electrical repairs. Trading ranked 1\textsuperscript{st} while glass making ranked 22\textsuperscript{nd}.

Null Hypothesis Testing

**Hypothesis One:** There is no significant difference in the entrepreneurship activities engaged by male and female secondary school teachers.

<table>
<thead>
<tr>
<th>Gender</th>
<th>No.</th>
<th>( \bar{X} )</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>t-cri</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>140</td>
<td>34.81</td>
<td>9.61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>160</td>
<td>32.82</td>
<td>8.51</td>
<td>298</td>
<td>1.97</td>
<td>1.96</td>
<td>0.05</td>
</tr>
</tbody>
</table>

Table 3: Mean, Standard Deviation and t-value of Entrepreneurship activities engaged by Male and Female Teachers (\(N = 300\))
Table 3 shows that calculated t-value (1.91) is less than the critical t-value (1.96), so the null hypothesis is retained. It implies that there is no significant difference in the entrepreneurship activities engaged by male and female teachers.

**Hypothesis Two:** There is no significant difference in the entrepreneurship activities engaged by secondary school teachers based on age.

**Table 4: Analysis of Variance (ANOVA) of Entrepreneurship Activities engaged by Teachers Based on Age (N = 300)**

<table>
<thead>
<tr>
<th>Source of variance</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>f-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between groups</td>
<td>2</td>
<td>.085</td>
<td>403</td>
<td></td>
</tr>
<tr>
<td>Within group</td>
<td>297</td>
<td>60.999</td>
<td>.089</td>
<td>4.509</td>
</tr>
<tr>
<td>Total</td>
<td>299</td>
<td>61.804</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P<0.05, critical F = 2.39

In Table 4 calculated f-ratio is 4.51 at 0.05 alpha level of significance, thus the null hypothesis is rejected. Therefore, there is a significant difference in the entrepreneurship activities engaged by teachers based on age. To determine the age group that is most significant the Duncan Multiple Range Test (DMRT) will be used as a post-hoc test.

**Table 5: Duncan Multiple Range Test (DMRT) Showing Differences in Entrepreneurship Activities engaged by Teacher Based on Age**

<table>
<thead>
<tr>
<th>Duncan’s grouping</th>
<th>X</th>
<th>N</th>
<th>Group</th>
<th>Age group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>36.75</td>
<td>108</td>
<td>2</td>
<td>40 – 54 years</td>
</tr>
<tr>
<td>B</td>
<td>34.34</td>
<td>92</td>
<td>1</td>
<td>25 - 39 years</td>
</tr>
<tr>
<td>C</td>
<td>31.47</td>
<td>100</td>
<td>3</td>
<td>55 years and above</td>
</tr>
</tbody>
</table>

The Table 5 on Duncan Multiple Range Test (DMRT) shows that group 2 with mean score of 36.75 differed slightly from group 1 and 3. Thus age group 40-54 years has the strongest view and is most significant in the entrepreneurship activities engaged by secondary school teachers based on age.

**Hypothesis Three:** There is no significant difference on entrepreneurship activities engaged by secondary school teachers based their educational levels.

**Table 6: ANOVA of Entrepreneurship Activities engaged by Teachers based on Educational Levels**

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural group</td>
<td>4</td>
<td>15.725</td>
<td>3.931</td>
<td></td>
</tr>
</tbody>
</table>
Table 6 yielded an F-ratio of 2.26 which was significant at p<0.05, thus the null hypothesis is retained. It implies that there is no significant difference in the entrepreneurship activities engaged by secondary school teachers based on their educational level.

**Discussion of Findings**

Result of the research question showed that secondary school teachers engage mostly in trading, farming, clothes designing, catering, restaurant business, soap/detergent making, toilet wash/odour control making and insecticides making due to the enormous time left for usage after school hours and during holidays. There is no doubt that the involvement of teachers in these activities help to sustain livelihood and ward off excessive stress that could emerge from inadequate welfare given to teachers by the government. It is necessary that secondary school teachers and other civil servants engage in entrepreneurship in the face of the present economy if livelihood is to be sustained.

The results of the study showed that teachers are similar in the entrepreneurship activities engaged by secondary school teachers based on gender and educational level, but differ based on age. Male and female secondary school teachers in their various educational levels have the understanding that the world of today needs individuals to engage in entrepreneurship activities to aid their economy and sustain livelihood. The findings of the study is in line with Rasmussen and Sorheim (2006) assertion that teachers who engage in entrepreneurship activities are most likely to receive training and incorporates financial resource such as loans from the banks or individuals to start up a business. This enables them to carter for their families and sustains their livelihood. The findings of the study corresponds to the assertion of Anerua and Obiazi (2015) that entrepreneurship education provide individual with knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting by engaging in entrepreneurship activities.

The finding of the study is in consonance with the achievement motivation theory of McClelland (1965) who posited that entrepreneurial attitude is what accounts in the rise of civilization. Gone are the days when teachers are structured only to the classroom service which last by 2pm and sit idle for the rest of the hours. Nowadays teachers have diversified in their
endeavours to make sure they are not frustrated beyond their coping limit in the late and sometimes non payment of salaries hence engaging in entrepreneurship activities. In this way stress is curbed and pathological disorder occurrences as a result of stress to an extent is curtailed.

**Conclusion**

Secondary school teachers in Akwa Ibom North West Senatorial district are seen to engage in entrepreneurship activities for livelihood to be sustained and curb stress. From the study most entrepreneurship activities are being engaged by teachers while few are not. This is because of the importance placed on these activities and the time usage. Computer operation is the least of teacher’s concern which could pose serious challenges in instructional programmes/roles, thereby making teaching cumbersome and arouse the occurrence of stress.

**Recommendations**

The following recommendations are as a result of the findings in the study.

1. Teachers should engage in entrepreneurship activities that complement their psychological make up to avoid unnecessary stress occurrence and help in sustaining livelihood.
2. Teachers should participate in capacity building programmes. For instance in the study, computer operations is ranked among the least of the entrepreneurship engaged by teachers. It is important that teachers study and engage in computer operations to move along with the current trend of technological innovations because the world is fast becoming digital.
3. Teachers should discover their assets in the entrepreneurial world and use that to cope with stress to avoid the risk of pathological disorder.

**References**


Entrepreneurship Education: A Panacea to Unemployment, Poverty, War and National Insecurity.

What is Entrepreneurship Education?

Entrepreneurship Education: A Panacea for Youth Unemployment in Bayelsa State.

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Abstract

The purpose of the study is to examine entrepreneurship education as a panacea for youth unemployment in Bayelsa State. To carry out the study, two research questions were raised and one hypothesis was tested.

Proportion of teachers in lower secondary education (ISCED 2) declaring that their professional development activities covered the topic 'teaching cross-curricular skills' in the 12 months prior to the survey, and the proportion of teachers expressing moderate and high levels of need for professional development in the same topic, 2013.

Figure 4.4: Availability of CPD courses specifically related to entrepreneurial education for teachers in primary and secondary education, 2014/15.

Figure 4.5: Support for teachers in primary and secondary education provided (or supported) by central level authorities, 2014/15.

Chapter 5: State of Entrepreneurship Education in Four Key Areas.