

**COMPARATIVE ANALYSIS ON PUBLIC, PRIVATE AND PUBLIC-MISSION
SECONDARY SCHOOL PRINCIPALS' COLLABORATION WITH INFORMAL
ARTISANSHIP INDUSTRIES IN IMPLEMENTATION OF ENTREPRENEURSHIP
EDUCATION POLICY IN ANAMBRA STATE**

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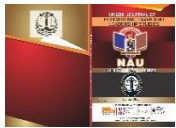
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ABSTRACT

This study was on comparative analysis of public, private and public-mission secondary school principals' collaboration with informal artisanship industries in implementation of entrepreneurship education policy in Anambra state. One research question guided the study and one hypothesis formulated for the study. The study adopted a descriptive survey research design of comparative type. Population of the study was made up of all the 1,052 principals of State government-owned public, public-mission owned and private-owned secondary schools in Anambra State. The sample constituted 736 principals of the public, public-mission and private secondary schools using proportionate stratified sampling technique. An 8-item questionnaire, titled "Principals' Collaboration with Informal Artisan Industries in Implementation of Entrepreneurship Education Policy Questionnaire (PCIAIIEEPQ)" was used to gather data. The instrument was validated by three experts and reliability of the instrument determined through a trial test on fifteen principals in Enugu State. Information retrieved from the public, private and public-mission secondary schools were collated using Cronbach Alpha statistics which yielded a reliability coefficient of 0.79, which showed the instrument was reliable and appropriate for the study. Data were collected by the researcher with the help of three research assistants using hand-delivery and face to face contact, and were analyzed using mean scores and standard deviation statistics for answering the research question; while hypothesis tested using ANOVA statistics at 0.05 alpha level of significance. Findings indicated that the extent of collaboration of principals with informal artisanship industries in providing training opportunities for students towards the implementation of entrepreneurship education policy in Anambra State, were all to a low extent. There was no statistically significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of their collaboration with the informal artisanship industries in providing training opportunities for students towards the implementation of the entrepreneurship education policy in Anambra State. Based on the findings, recommendation was made that: Anambra State Government through the State Ministry of



Education, in collaboration with the Post Primary Schools Services Commission should develop a formal framework for sustained partnerships and strong collaborations between secondary schools and informal artisanship industries to a high extent in order to enable students to receive practical, hands-on entrepreneurial training to complement classroom learning for effective implementation of entrepreneurship education policy in the State.

Keywords: Public, Private and Public-Mission; Principals; Collaboration; Informal Artisanship Industries; Implementation; Entrepreneurship Education Policy.

Introduction

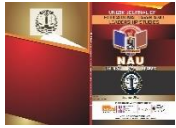
Entrepreneurship education is a specialized form of education designed to equip individuals, particularly, secondary school students, with the entrepreneurial skills. It aims to develop among youths an entrepreneurial mindset, preparing them to contribute meaningfully to their communities and the broader economy (Obundike and Uzoechina, 2015; Agdede, 2015; Neck, 2023). Entrepreneurship education is a type of education that equips the recipients with entrepreneurial skills to thrive in any venture, to provide services and receive reward for services provided.

Entrepreneurship education is an empowerment crucial in addressing unemployment and reducing the prevalence of social vices such as theft, armed robbery, kidnapping, prostitution, rape, thuggery, electoral malpractices, ritual killings and murder, and other criminal activities (Federal Republic of Nigeria - FRN, 2014). In response to national development goals and the increasing rate of youth unemployment, the Nigerian government mandated the integration of entrepreneurship education into secondary school curricular.

Secondary education in Nigeria which is the main thrust of this study, serves as a critical stage in the educational system, bridging the gap between primary education and higher education or the workforce. The Nigerian government has established specific goals and objectives for secondary education, which among them are:

- a. offering diversified curriculum to cater for the differences in talents, dispositions, opportunities and future roles.
- b. providing trained manpower in the applied sciences, technology and commerce at the sub-professional grades.
- c. providing entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development.
- d. raising morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour (FRN, 2014:17).

In pursuit of the realization of the goals and objectives of secondary education, the Federal Government introduced 34 entrepreneurship subjects into the 2014 secondary school curriculum, as enshrined in the National Policy on Education (NPE) to equip students with practical skills and an entrepreneurial mindset. To ensure its effective implementation at the secondary school level, the Federal Government, through the Policy for Post-Basic Education and Career Development, outlined several strategic directives, among them is: Informal artisan industries shall be utilized to

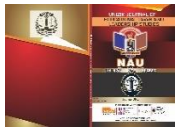


provide practical training opportunities for students at the post-basic level (FRN, 2014: 45, pg. 23). Effective implementation of the above directive in entrepreneurship education policy in secondary schools, is hoped to facilitate practical entrepreneurial training for employability skills among students for self-reliance and sustainable national economic growth. The policy implementation will instill practical skills, spirit of determination and perseverance, enabling individuals to persist in their business ventures and adapt to challenges (FRN, 2014). In Nigeria, effective implementation of the directives in entrepreneurship education policy can similarly drive economic growth and foster innovation. Therefore, to ensure its effectiveness, a well-defined policy framework is essential to guide its implementation.

A policy, according to Olumuyiwa, Akinkuowo, and Kareem (2014), is a system of guidelines designed to direct decisions and achieve rational outcomes, often expressed as statements of intent implemented through procedures. In essence, policy sets objectives and outlines strategic actions for their achievement. Among the various types of educational policies, entrepreneurship education policy remains a vital one. Entrepreneurship education policy, according to Okoye and Ezeani (2021), it is a structured plan that outlines goals, funding, curriculum design, and implementation strategies aimed at integrating entrepreneurship into the educational system to empower learners with the competencies needed for business creation and innovation. Entrepreneurship education policy aims to provide the roadmap for the curriculum design and implementation to ensure students are exposed to practical training, acquire critical thinking and life skills (Bozward, 2024).

The benefits of entrepreneurship education policy are not limited to helping create jobs and boost the economy, reduce poverty and rural migration, it helps students become self-employed and self-oriented, likewise, develop an entrepreneurial spirit and culture (Bozward, 2024). From the foregoing, entrepreneurship education policy is a set of guidelines, ideas or plan that directs the way for successful outcome of entrepreneurship education in the secondary schools for the benefit of the students for self-reliance and economic development. According to the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education, entrepreneurship education policy emphasized among others the collaboration with local artisans, micro, small and medium-scale industries for both student training and teacher capacity building.

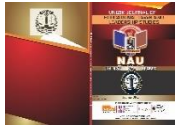
Besides, policy implementation therefore, as defined by Ehrens (2022) is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, or standard for doing something. The effective implementation of entrepreneurship education policy, including, the integration of 34 entrepreneurship subjects, can be realized within public, private and public-mission secondary schools through the strategic leadership and operational roles of school principals. The principals, whether public, private and public-mission school, play a central role in shaping the educational environment. He or she sees to the day-to-day activities of the school. According to Akpakwu (2012), principals are the administrative heads who run the daily affairs and activities of their schools. They are the chief custodians of both curricular and extracurricular activities in their schools, be it public, public-mission or private school, as it is the case in Anambra State. It is part of the principal's responsibility to ensure effective policy



implementation for attainment of educational goals and objectives in the public, private and public-mission secondary schools.

Generally, secondary schools are categorised into two: the public and private schools. However, Anambra State has a peculiar case in the area of secondary school management, whereby secondary schools are categorized into three- the public, private and public-mission secondary schools. Public secondary schools are ones owned, managed and funded by the local, state or national governments, serving as a critical component of compulsory education system. These public secondary schools have several characteristics which make them unique in their own way, which include being owned and financed by government through taxpayers' fund, accessibility to all eligible students, a comprehensive curriculum that offers a diverse range of academic subjects, extracurricular activities, and support services to cater to the diverse needs and interests of students. The government ownership and management make public secondary school different from the private secondary school. Private schools are owned and managed by their proprietors. They are funded through tuition fees, donations, grants and endowments. The proprietor sees to recruitment and payment of staff, admission of students, provision of infrastructure and other things needed for the operation of the school. The private secondary school is also different from the public-mission school which seems to be a hybrid.

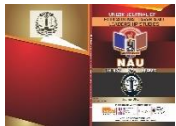
The public-mission secondary schools are ones that are owned and managed by the mission, but are in partnership with government. These are the schools that were forcefully taken over by the government and later returned to their original owners, the missions. However, even though these schools have been returned to their owners, they receive government support through funding, recruitment and posting of teachers to the schools, provision of facilities and supervision of teaching and learning process. The various missions that own the schools manage the schools through principals posted to them by the government. The principal sees to the day-to-day running of the school, under the manager who is the representative of the Bishop of the mission. The mission also provides funding, facilities for teaching and learning, conducts admission of students through examination, conducts supervision of teaching and learning process, manages the school in line with the mission education policy and that of government education policy. So, these public-mission secondary schools seem to be hybrid of the public and private secondary schools' good qualities. They possess the qualities of mission and public schools. Public-Mission schools have both government and church policies that guide actions, decisions, operations, appointments, financial management, admissions and hierarchical/administrative structure. The mission, through the manager who represents the Bishop of the mission, manages the school, while the principal, an employee of the government, however recommended by the church for appointment, becomes the instructional leader and runs the day-to-day activities of the school to achieve the objectives of the national and Church educational policies. However, in these three categories of secondary schools in Anambra state, the principals take actions and decisions and engage in some practices to implement the national and entrepreneurship education policy students' employability skills. This study compared how public, private and public-mission secondary school principals in Anambra State implement key aspects of the entrepreneurship education policy, particularly the



directive that the Informal artisan industries shall be utilized to provide practical training opportunities for students at the post-basic level.

Using a mixed-method approach such as surveys, interviews, and document analysis, the study focused on principals' collaboration with artisanship industries for student training. Effective implementation in this area is essential for achieving the goals and objectives of entrepreneurship education. From the foregoing discussions, the manner in which the implementation of the above directive in the entrepreneurship education policy is translated into practice by the principals of secondary schools in Anambra State might vary across these educational institutions, that is public, private and public-mission secondary schools and could be influenced by factors such as resource availability and allocation, and administrative support. More so, the effectiveness of entrepreneurship education policy implementation could vary significantly between public, private and public-mission secondary schools due to differences in governance structures, organizational cultures and resources. The present study therefore, aimed to undertake an examination of the implementation of the above-mentioned directive in entrepreneurship education policy in both public, private and public-mission secondary schools within Anambra State. Specifically, the study sought to compare the approaches, practices, experiences, and outcomes of implementing entrepreneurship education policy between the public, private and public-mission secondary school principals in Anambra State.

By focusing on this comparative analysis, the study endeavours to provide insights into the efficacy and disparities in execution within different educational contexts, that is, the public, private and public-mission sector. This study however, endeavours to contribute to the ongoing discourse on entrepreneurship education policy implementation in Nigeria, particularly, within the context of Anambra State. It sought evidence-based strategies for enhancing the quality and impact of entrepreneurship education, thereby, fostering a culture of innovation and economic empowerment among the youth that graduate from secondary schools in Anambra State. From the look of things in Anambra State public, private and public-mission secondary schools, however, it seems as if the directive in the policy on entrepreneurship education has not been well-implemented and actualized. This is evident in the poor teaching of entrepreneurship education in the secondary schools. Many principals have failed to collaborate with the informal artisans in order to provide training for both teachers and students in their schools as observed in most empirical studies. This poor situation continues to seriously draw attention from various education stakeholders in order to find solution to the problem of implementation of entrepreneurship education policy. This situation has equally necessitated the researcher's comparison of secondary school principals' implementation of entrepreneurship education policy in Anambra State especially the directive that the informal artisan industries shall be utilized to provide practical training opportunities for students at the post-basic level. Based on this background, the present study sought to conduct a Comparative Analysis on public, private and public-mission Secondary School Principals' Collaboration with Informal artisan industries in Implementation of Entrepreneurship Education Policy in Anambra State.



Statement of the Problem

Globally, entrepreneurship education has been recognized as a vital tool for fostering innovation, self-reliance and socio-economic development. In Nigeria, the Federal Government introduced entrepreneurship education policy into the secondary school curriculum to equip students with self-reliant skills for national development. In Anambra State, entrepreneurship education is implemented in public, private and public-mission secondary schools with school principals serving as the key instructional leaders being responsible for its execution. However, despite this policy initiative, many graduate from secondary school in Anambra State still lacking the practical entrepreneurial skills necessary for self-employment or gainful employment. This skills deficiency contributes to the high rate of youth unemployment and involvement in social vices such as theft, cybercrime (e.g., “yahoo-yahoo”), kidnapping, rape, 419, murder and armed robbery. These ugly outcomes raise serious concerns from many education stakeholders including the researcher about the effectiveness of entrepreneurship education policy implementation in secondary schools and seems to have created a gap that needs to be filled by the present study. Observations suggest that the public, private and public-mission secondary school principals may not effectively be forging collaborations with informal artisanship industries to provide training opportunities for students. This situation underscores a significant gap in empirical knowledge. This study sought to fill this gap by systematically comparing the extent to which principals across public, private and public-mission secondary school principals, implement the policy. The aim is to assess their efforts in promoting students’ acquisition of entrepreneurial competencies that enhance employability and self-reliance in Anambra State. This present study compared public, private and public-mission Secondary School Principals’ Collaboration with Informal artisan industries in Implementation of Entrepreneurship Education Policy in Anambra State.

Research Question

The study was guided by a research question:

1. To what extent do the public, private and public-mission secondary school principals collaborate with informal artisanship industries in providing training opportunities for students towards the implementation of entrepreneurship education policy in Anambra State?

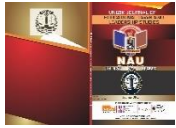
Hypothesis

The null hypothesis was tested at 0.05 level of significance:

1. There no significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of their collaboration with informal artisanship industries in providing training opportunities for students towards the implementation of the entrepreneurship education policy in Anambra State.

Research Method

The study adopted descriptive survey research design of the comparative type in which a field investigation was conducted by drawing and studying some samples from given large population of principals from the public, private and public-mission secondary schools; and thereafter comparison was made in the three groups. The study was carried out within the six education zones in Anambra State. The population of this study comprised 1,052 principals of State government-owned public, public-mission owned and private-owned secondary schools in Anambra State



which consisted of 223 state public secondary school principals, 44 public-mission secondary school principals and 785 private secondary school principals in the six education zones in Anambra State. A sample size of 736 principals of the public, public-mission and private secondary schools were used for the study which consisted 156 public secondary school principals, 31 public-mission secondary school principals and 549 private secondary school principals were sampled for this study through the proportionate stratified sampling technique. Seventy percent (70%) of the public, private and public-mission secondary schools and their principals were sampled from each of the six education zones in Anambra State. Haven placed them according to stratum in their six (6) education zones and selection were made. The research instrument, an 8-item questionnaire, titled “Principals’ Collaboration with Informal Artisan Industries in Implementation of Entrepreneurship Education Policy Questionnaire (PCIAIIEEPQ)” was developed by the researcher. The 8-item instrument was structured to elicit information based on public, private and public-mission secondary school principals’ collaboration with informal artisan industries in implementation of entrepreneurship education policy in Anambra State. Items on the instrument (PCIAIIEEPQ) was measured on a 4-point scale and rated as: (a) Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point, as response items for the statements in the research instrument. The research instrument - PCIAIIEEPQ questionnaire was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka, Anambra State. One was consulted from the Department of Educational Management and Policy, while another was consulted from the Department of Technical and Vocational, and one other expert consulted from the Department of Educational Foundations (Measurement and Evaluation Unit). Copies of instrument was given to the experts to determine the face validity of the instrument in line with the purpose of the study, research questions and hypotheses. The experts examined each of the items on the questionnaire as regards to their sentence construction, appropriateness of language, adequacy of questions in relation to the purpose, research questions and hypotheses. The three experts’ comments and corrections were incorporated and modifications made on the instrument. Reliability of the instrument was determined through a trial test administered on a sample of 15 principals in Enugu State, which consisted of 4 State public and 3 public-mission secondary schools and 8 private secondary schools. Information retrieved were measured using the Cronbach Alpha method to arrive at the reliability coefficient of internal consistency of 0.79. This showed that the instrument was reliable and appropriate for this study. The researchers with the help of three research assistants employed a direct, hand-delivery and face-to-face personal contact with the principals, who were sampled as respondents for the study. The researchers also took copies of the questionnaire to the Post Primary Schools Service Commission (PPSSC) zonal offices at Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha including some of the education secretaries of the public mission secondary schools, who contacted some of the principals to fill the questionnaire on the spot. A duration of three weeks was used for the distribution and retrieval of all 736 copies of the questionnaire printed and distributed to the respondents in the public, private and public-mission secondary schools in Anambra state. The mean score was used to answer the research questions while the standard deviation was used to ascertain the homogeneity of response to the items in the instrument. Also, the mean score and standard deviation for each item representing each research question in the various clusters was computed separately for both the principals in



the State public, private and public-mission secondary schools. The decision rule was on 2.50 rating. The standard deviation (SD) was used to explain the spread of scores from the mean. The hypotheses were tested at an alpha (α) level of 0.05 significance using ANOVA statistics to determine the statistical differences in the mean ratings from the responses of the principals in the public, private and public-mission secondary schools in Anambra State.

Results And Discussion

Research Question: To what extent do public, private and public-mission secondary school principals collaborate with informal artisanship industries in providing training opportunities for students towards the implementation of entrepreneurship education policy in Anambra State?

Table 1: Mean and Standard Deviation Ratings on Public, Private and Public-Mission Secondary School Principals' Collaborations with Informal Artisanship Industry in Providing Training Opportunities for Students

S/N		Resp.	M	SD	Decision
1	Engaging the services of craft persons or handicraft workers to handle practicals in teaching entrepreneurship education	Public	2.06	0.90	Low Extent
		Private	2.66	1.08	High Extent
		Mission	2.87	1.01	High Extent
2	Engaging artists to handle practical in creative arts	Public	2.83	0.89	High Extent
		Mission	2.35	0.93	Low Extent
3	Engaging welders to teach practicals in areas of welding and fabrication	Public	2.07	0.88	Low Extent
		Mission	2.06	0.91	Low Extent
4	Engaging services of skilled workers to demonstrate practicals in various vocational subjects	Public	2.31	0.96	Low Extent
		Private	2.75	1.16	High Extent
		Mission	2.13	1.13	Low Extent
5	Engaging Electricians in areas related to electrical installation, wiring and maintenance	Public	2.04	0.96	Low Extent
		Private	2.37	1.09	Low Extent
		Mission	2.06	0.91	Low Extent
6	Engaging services of GSM repairer for practical in areas of phone repairs/maintenance for student's skill acquisition	Public	2.24	0.94	Low Extent
		Private	2.29	1.13	Low Extent
		Mission	2.10	1.09	Low Extent
7	Engaging services of small-scale skilled business personnel to handle practical aspects in business studies, commerce, including accounting	Public	2.05	0.88	Low Extent
		Private	2.28	1.08	Low Extent
		Mission	2.32	0.89	Low Extent
8	Engaging artificers to teach science entrepreneurship taught subjects	Public	2.21	0.85	Low Extent
		Private	2.32	1.05	Low Extent
		Mission	2.03	0.78	Low Extent
Grand Mean and Standard Deviation Scores		Public	2.23	0.94	Low Extent
Private 2.44 1.10 Low Extent		Mission 2.24 1.00		Low Extent	

Table 1 presents the mean and standard deviation ratings on the collaboration of public, private, and public-mission secondary school principals with informal artisanship industries in providing training opportunities for students. There are slight variations in specific areas, such as the



employment of craft persons (Item 1) where Private and Mission schools show a higher extent, and engaging artists for creative arts (Item 2) where Public and Private schools show a higher extent. However, these are exceptions rather than the norm. Collaboration in areas like engaging welders (Item 3), electricians (Item 5), GSM repairers (Item 6), small-scale skilled business personnel (Item 7), and artificers (Item 8) consistently shows a low extent across all school types. This highlights specific areas where collaboration is particularly lacking.

The overall findings, as indicated by the Grand Mean and Standard Deviation Scores of public secondary schools ($M = 2.23$; $SD = 0.94$), private secondary schools ($M = 2.44$; $SD = 1.10$), and public-mission secondary schools ($M = 2.24$; $SD = 1.00$), show a consistent 'Low Extent' of collaboration across all school types. While some individual items show a 'High Extent' of collaboration for specific school types (e.g., Private and Mission schools for item 1, Public and Private for item 2), the overall average for each school type remains in the 'Low Extent' category. The consistently low grand mean scores suggest that, despite some isolated instances of collaboration, the general trend is that principals across all school types do not extensively collaborate with informal artisanship industries for students' training in entrepreneurship education. The findings suggest that the implementation of entrepreneurship education policy, particularly, in providing practical training opportunities through collaboration with informal artisanship industries, is not being effectively realized.

Hypothesis: There is no significant difference in the mean ratings of principals from public, private and public-mission secondary schools regarding the extent of their collaboration with informal artisanship industries in providing training opportunities for students towards the implementation of the entrepreneurship education policy in Anambra State.

Table 2: Descriptive of Mean Ratings of Principals from Public, Private and Public-Mission Secondary Schools Regarding the Extent of their Collaboration with Informal Artisanship Industries in Providing Training Opportunities for Students Towards the Implementation of the Entrepreneurship Education Policy in Anambra State

School Type	N	Mean	Std. Deviation
Public Secondary Schools	156	17.8141	6.94941
Private Secondary Schools	549	19.4991	8.45720
Public-Mission Secondary Schools	31	17.9355	7.38438
Total	736	19.0761	8.14025

Table 2 displays the descriptive statistics for the principals' mean judgements on extent of partnership with informal artisanship industries across the three school types. A total of 736 principals participated in this element of the study. Private secondary schools reported the highest mean rating ($M = 19.4991$, $SD = 8.45720$), indicating a substantially larger perceived amount of collaboration. Public-mission secondary schools followed with a mean rating of 17.9355 ($SD = 7.38438$), closely trailed by public secondary schools with a mean rating of 17.8141 ($SD = 6.94941$). These first observations reveal some difference in perceived collaboration between the different school types, with private schools appearing collaborating more with informal artisanship industries.



Table 3: Levene's Test of Homogeneity of Variances Prior to Conducting the ANOVA

Levene Statistic	df1	df2	Sig.	Decision
12.461	2	733	.000	Assumption not met

Table 3, Levene's Test for Homogeneity of Variances was done to assess the assumption of equal variances across the groups. The results, reported in Table 3, indicated a Levene Statistic of 12.461 with 2 and 733 degrees of freedom, and a significant value (p) of .000. Since the p-value (.000) is smaller than the standard alpha level of .05, the assumption of homogeneity of variances is violated. This revealed that the variances of the groups are significantly different, necessitating the employment of robust post-hoc tests such as Games-Howell for pairwise comparisons.

Table 4: One-Way ANOVA of Principals from Public, Private and Public-Mission Secondary Schools Regarding the Extent of their Collaboration with Informal Artisanship Industries in Providing Training Opportunities for Students Towards the Implementation of the Entrepreneurship Education Policy in Anambra State

Source of Variation	Sum of Squares	df	Mean Square	F	p-value	Decision
Between Groups	387.010	2	193.505			
Within Groups	48316.729	733	65.916	2.936	.054	Not sig.
Total	48703.739	735				

$\alpha = .05$

Table 4 reveals an independent-samples One-Way ANOVA was run to see if there was a significant difference in the mean ratings of principals from public, private, and public-mission secondary schools about their involvement with informal artisanship enterprises. As indicated in Table 4, the ANOVA result provided an F-statistic of 2.936 with 2 and 733 degrees of freedom, and a significant value (p) of .054. Given that the p-value (.054) is greater than the pre-set alpha level of .05, the tested null hypothesis was retained. The analysis revealed that there is no statistically significant difference in the mean ratings of principals from public, private, and public-mission secondary schools regarding the extent of their collaboration with informal artisanship industries in providing training opportunities for students towards the implementation of the entrepreneurship education policy in Anambra State ($F(2, 733) = 2.936, p = .054$).



Table 5: The Games-Howell Post-Hoc for Pairwise Comparisons of Mean Ratings of Principals from Public, Private, and Public-Mission Secondary Schools

(I) Group variables	(J) Group variables	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Public Secondary Schools	Private Secondary Schools	-1.68499*	.66322	.031	-3.2472	-.1228
	Public-Mission Secondary Schools	-.12138	1.43826	.996	-3.6180	3.3752
Private Secondary Schools	Public Secondary Schools	1.68499*	.66322	.031	.1228	3.2472
	Public-Mission Secondary Schools	1.56361	1.37451	.498	-1.8019	4.9291
Public-Mission Secondary Schools	Public Secondary Schools	.12138	1.43826	.996	-3.3752	3.6180
	Private Secondary Schools	-1.56361	1.37451	.498	-4.9291	1.8019

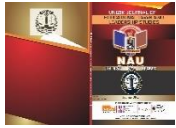
*. The mean difference is significant at the 0.05 level. $\alpha = .05$

In table 5, despite the non-significant overall ANOVA result, a cursory analysis of the post-hoc test Games-Howell provides further information. The Games-Howell post-hoc test, which is resilient to violations of homogeneity of variances, demonstrated a significant mean difference between public secondary schools and private secondary schools (Mean Difference = -1.68499, $p = .031$). This revealed that while the overall difference was not significant, private secondary schools likely to report a larger extent of collaboration compared to public secondary schools. No other significant pairwise differences were observed.

This outcome of the study revealed that, despite some observed numerical differences in mean evaluations, these variances are not big enough to be regarded statistically important across the different school types. However, a closer examination at the Games-Howell post-hoc test suggests a substantial difference between public and private secondary schools, with private schools displaying a greater reported level of collaboration. This conclusion revealed that while the overall picture is one of no substantial difference, the private sector may be marginally more involved in this specific area of entrepreneurship education.

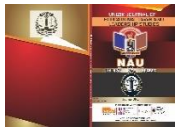
Discussion of Findings

This finding indicated that the extent of collaboration of public, private, and public-mission secondary school principals with informal artisanship industries in providing training opportunities for students towards the implementation of entrepreneurship education policy in Anambra State, were all to a low extent. The principals across all school types did not extensively collaborate with informal artisanship industries for students' training in entrepreneurship education. This finding further indicated that the implementation of entrepreneurship education policy, particularly, in providing practical training opportunities through collaboration with informal artisanship industries, was not being effectively realized. The hypothesis test indicated that there was no statistically significant difference in the mean ratings of principals from public, private and public-



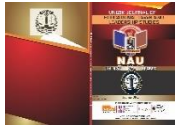
mission secondary schools regarding the extent of their collaboration with informal artisanship industries in providing training opportunities for students towards the implementation of the entrepreneurship education policy in Anambra State. The hypothesis agrees and corresponds with the hypothetical finding of Tongshuwal (2015) study on improving collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State, which revealed that there was no significant difference between the mean responses of industrial supervisors and technical teachers on ways for improving collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work. This finding further implied that the principals to a low extent engaged the services of craft persons or handicraft and artist to handle aspect of practical in teaching entrepreneurship education subjects and in creative arts for students in school, especially in the public and public-mission secondary schools, as compared to the private secondary schools which engaged in these services to a high extent. Welders were engaged to a low extent to teach practical in areas of welding and fabrication or other basic technology areas for students in all the secondary schools, that is, public, private and public-mission. Also, the services of skilled workers were employed to a low extent in order to demonstrate practical in various vocational subjects for students in school, especially in the public and public-mission secondary schools. Meanwhile, the private secondary schools employed the services of skilled workers in their practical works to a high extent. Furthermore, electricians were engaged to a low extent in areas related to electrical installation, wiring and maintenance for students in all the schools (public, private and public-mission secondary schools). Services of GSM repairer was also employed in the public, private and public-mission secondary schools to a low extent for practical in areas of phone repairs/maintenance for student's skill acquisition. Services of small-scale skilled business personnel were employed in the public, private and public-mission secondary schools to a low extent to handle practical aspects in business studies, commerce, including accounting areas for students.

Artificers were used in the public, private and public-mission schools to a low extent to teach science entrepreneurship subjects for students. This finding agrees and corroborates with the findings of Onajite (2016) study on the relationship between educational institutions and industries for developing quality entrepreneurial skills among business education students in Delta State, which revealed that the partnership between the educational institutions and industrial organization in Delta State was weak. The finding of this present study also corresponds with the findings of Ezugoh and Ofojebe (2018) study on the appraisal of implementation of curriculum on entrepreneurship education for creativity and functional secondary education in Delta State, which found out that effective means for schools' collaborations with SMEs have not been fully established and put in place for implementation of the secondary school curriculum on entrepreneurship education for creativity and functional secondary education in Delta State. This include collaboration through school vacation apprenticeship, interactions with entrepreneurs of SMEs, field work instructional strategy/industrial visitations, on-site suppliers' factories training, in-service training for teachers, learning-by-doing in the areas of production and oneyear internship training have not been properly established for effective implementation of the entrepreneurship curriculum. This finding concurs with the findings of Iloh, Diabuah, Onajite and



Ezugoh (2022) study on evaluation of the extent of policy implementation strategies on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State which indicated that schools' collaborations with informal artisan industry was to a low extent. Meanwhile, the difference in mean ratings of principals and teachers on the extent of schools' collaborations with informal artisan industry, as policy implementation strategy on trade and entrepreneurship education for secondary school students' employability skills acquisition in Delta State was not significant. The findings of Tongshuwal (2015) study confirmed that school-based activities improved collaboration between technical colleges and industries.

Tongshuwal (2015) study findings further confirmed that industry-based skills could improve collaboration between technical colleges and industries for skills acquisition in electrical installation and maintenance work in Plateau State. The present study finding also flows and falls in line with the findings of Onyesom and Onajite (2013) study on re-engineering business education programmes through effective school-industry collaboration for students' capacity building, which found out that there was a little connection between schools and industries with regards to existing programmes in business education that are supposed to be jointly undertaken. The study also revealed some challenges to effective school-industry collaboration in business education and similarly identified various programmes that could be jointly engaged by schools and industries to enhance capacity building of students in business education. The present study finding also corresponds with the findings of Ezeani (2021) study on collaborative partnership between principals and industrialists for entrepreneurship skills acquisition in Anambra State secondary schools, which indicated that the principals were not into collaborative partnership with the informal artisanship industrialists, agro-allied industrialists, agro processing industrialists, the service providers' and construction industrialists for entrepreneurship skills acquisition in urban and rural secondary schools in Anambra State. As such, the difference in the mean ratings of urban and rural secondary school principals on collaborative partnership between principals and the industrialists for entrepreneurship skills acquisition in Anambra State secondary schools were not significant. This study finding deviates and does not concur with the policy directives of the Federal Republic of Nigeria (FRN, 2014) who directed in the National Policy on Education (NPE) that informal artisanship industries should be used to provide training opportunities for students at the post-basic level. The FRN (2014) in the education policy stressed the need for strategic plans in order to boost collaborative partnership between the schools and artisanship industries for skills acquisition through practicals. This is also one of the means through which both the objectives of entrepreneurship and effective implementation of entrepreneurship education policy can be actualized. However, institutional collaboration with the informal artisanship industries would aid teachers accomplish instructional goals which they might have not achieved individually. It enables teachers relate professionally with experts from other institutions which would enable them solve their own institutional difficulties and problems. Institutional collaboration promotes shared knowledge among teachers of various institutions collectively. It breeds collaborative researches among educators and their institutions which improved efficiency and productivity.



Conclusion

This study compared public, private and public-mission secondary school principals' collaboration with informal artisan industries in implementation of national policy on entrepreneurship education in Anambra State and concludes based on its findings that the public, private and public-mission secondary school principals' collaboration with informal artisan industries was to a low extent. Hence, no significant difference across all school types on collaboration with informal artisan industries in implementation of national policy on entrepreneurship education in Anambra State, except in few areas. Across all school types, principals' collaboration with the informal artisanship industries was insufficient. These findings indicate that the entrepreneurship education policy especially on collaboration with informal artisan industries is not being fully implemented in secondary schools across Anambra State, and without targeted interventions, its intended impact on equipping students with entrepreneurial skills will remain limited. This situation which majorly affects the three categories of secondary schools, public, private and public-mission makes it difficult to achieve their goals, making it difficult for quality to be attained in the administration of schools.

Recommendations

Based on the findings and conclusion, it is recommended that Anambra State Government through the State Ministry of Education, in collaboration with regulatory boards, such as, the Post Primary Schools Service Commission (PPSSC) should develop a formal framework for sustained partnerships and strong collaborations between secondary schools and informal artisanship industries to a high extent in order to enable students to receive practical, hands-on entrepreneurial training to complement classroom learning for effective implementation of entrepreneurship education policy in the State.

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