

**CAPACITY BUILDING NEEDS OF TEACHERS FOR EFFECTIVE TEACHING OF
ENTREPRENEURSHIP SUBJECTS IN SENIOR SECONDARY SCHOOLS IN
ANAMBRA STATE.**

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Abstract

The implementation of Entrepreneurship subjects into the senior secondary school education curriculum by Anambra Post Primary School Service Commission in 2011 was a stepping stone towards achieving the stated objectives of the Federal Government, who introduced 34 Trade / entrepreneurship subjects into senior secondary school education curriculum through the NERDC in 2008. The objectives among others are the development of relevant skills for survival by the youth, reduction of poverty, and creation of job among others. This paper reviews to determine capacity building needs of teachers for effective teaching of entrepreneurship subjects in senior secondary schools in Anambra State. Three objectives and three research questions guided this study. The population of this study was 258 teachers of entrepreneurship subjects in the 258 public schools in Anambra State. The number was manageable therefore no sampling. The instrument employed for data collection was a structured Trade Subjects Capacity Needs Questionnaire (TSCNQ) structured by the researcher. The instrument was face validated by three experts and a reliability test was also conducted. The findings were as follows; some teachers of entrepreneurship subjects in senior secondary schools in Anambra State are deficient in their various entrepreneurship subject matter contents, therefore, need for capacity building. The result also indicated positive value of performance gap in their knowledge and expertise in teaching practical aspect of the subjects in question, hence, need for capacity building too. Finally, result in the use of ICT as a teaching strategy for skill- oriented subjects like entrepreneurship studies also indicated the need for capacity building. Sequel to these results, the researcher made some recommendations such as: Various entrepreneurship subjects should be incorporated in teacher's preparatory school curriculum among others.

Keywords: Entrepreneurship Subjects, Effective teaching and Capacity Building.

INTRODUCTION

Nigeria Educational and Research Development Council (NERDC) in 2008 launched an entrepreneurship curriculum to be used in teaching the senior secondary students. According to Ementa, (2013) this launching introduced about thirty- five entrepreneurship subjects into senior secondary school system, from which a student graduating from senior secondary had to offer at least one as one of the core subjects stipulated by WAEC and NECO exam bodies. The secretary of NERDC during the launching disclosed that the new curriculum is intended to equip teenagers with entrepreneurial skills which will be handy to them as when they leave school even later in life. Part of the intention for the new curriculum according to him is to get the youths interested in entrepreneurship which is an inevitable means to job creation and economic development. Yes the entrepreneurship skill acquisition by students in secondary schools on graduation is paramount asserted Nathan in Obasi, Okogbe and Ike (2014) because according to him “if we really want to prepare students to be successful in 21st century global economy, we need to be teaching them entrepreneurship”. Otherwise something vital is missing from our school. Nathan streamlined reasons entrepreneurship skills are critical for students’ success in the future.

“We live in the world in which the future is uncertain; students need skills that will allow them to make their own way.... Students need more opportunities for creativity, innovation, and collaboration in school. Again entrepreneurship education will equip students to be eager to identify problem and find right solution to those problems and not only trying to find solution to already identified problems by others. More so, students need more grit that is personality trait based on an individual’s perseverance of effort combined with the passion for that trait. Finally the world needs students that will make a difference in the world of work. It is only self evident entrepreneurs that will make such difference. This is because entrepreneurs are trained not only to

identify problems that need solution, they are also determined to creatively solve problems, meet needs and make world a better place.”

Another major objective of introducing entrepreneurship/trade subjects in Nigerian secondary education of which Anambra State is one, is to equip students of entrepreneurial skills which will equip them or prepare them for self reliance and to be self employed. From the National policy on Education (FRN.2014), the primary objective of senior secondary education is to ensure that every senior secondary school student (SSS) graduate is well prepared for higher education as well as acquiring relevant skill function; trade /entrepreneurship skills as to prepare for useful living. The curriculum focus is on value re- orientation, job creation, wealth generation and poverty eradication as asserted by Ementa, (2013) who also said that entrepreneurship education in secondary school was developed and designed to train individuals for work after school especially for youth who may not enrol for tertiary education. Ementa continued to emphasize that entrepreneurship education offers opportunities for technical students to market such skills and techniques to the outside world. She maintained that entrepreneurship education is a tool for securing employment and emancipation of people through necessary knowledge and skills to make a living. In other words, entrepreneurship education and training entails the philosophy of self- reliance such as creating a new cultural and productive environment, promoting new set of attitude and culture for the attainment of future challenges.

The thirty four entrepreneurship/trade subjects approved by WAEC and NECO adopted in Anambra State are as follows.

- Air conditioning and Refrigeration.
- Animal Husbandry
- Auto –Body Repair and Spray Painting.
- Auto- Electrical work.
- Auto- Mechanical work.

- Auto- Mobile parts Merchandising
- Block laying, Brick Laying and Concrete
- Book keeping
- Carpentry and Joinery
- Catering and Craft Practice
- Cosmetology
- Data processing
- Dying and bleaching
- Electrical installation and maintenance work
- Fisheries
- Furniture Making
- Garment Making
- GSM Maintenance
- Leather Goods Manufacturing and Repair
- Machine Woodworking
- Marketing
- Mining
- Painting and Decoration
- Photography
- Printing Craft Practices
- Plumbing and Pipe-fitting
- Radio Television and Electrical Work
- Salesmanship
- Stenography
- Store keeping
- Textile trade
- Tourism
- Upholstery

- Welding and fabricating Engineering Craft Practice (ANPPSSC, 2014)

This curriculum indicated that each senior secondary school (SSS) student is expected to offer at least one of the above listed entrepreneurship subjects. Each school according to the curriculum is meant to choose a specified number of the entrepreneurship subjects in relation to what is available and obtainable in its immediate environment. Where possible schools should choose between three or five trade subject from which their students will choose one to seat for in their final SSS examination

PROBLEM

The entrepreneurial skills and knowledge cannot be effectively imparted or taught to students unless their teachers are well equipped with such skills and knowledge and ability to teach effectively, otherwise, the whole objectives of introducing the trade subject in secondary school education will be null and void. A teacher as defined by the teachers' registration council of Nigeria (TRCN, 2002) is a person who possesses the ability to impart the acquired competency to the learner in a given subject area. Okafor and Ifeanyieze (2014) described a teacher as a person who has acquired special competency required to effectively teach a particular subject area to a group of learners. To the authors, to teach effectively means to teach to make an impact on the learner, to achieve change in behaviour and attitude of the learner. Effective teachers have a thorough knowledge of their subject content and skills. Through this, they inspire in their students a love of learning. The process and method of imparting skills by teachers into students is another factor of interest. It was Anaekwe (2003), who asserted that the impact of ICT is being felt in recent times in all spheres of human endeavours and education sector cannot be an exception. It has been observed that most of our teachers in secondary school lack modern skills in ICT which Ezegwu, (2009) said that it is one of the platform for skill acquisition which he felt will be a gate way for imparting of skill needed in trade

subjects in secondary school. One of the questions this study has come to ask and answer is how far entrepreneurship subject teachers in secondary schools in Anambra State ICT compliance? In order to use it as a platform for imparting skill to prepare students for world of work. ICT in teaching does not only assist in pedagogy but also enhances problem solving skill, stimulates creativity and imagination needed in entrepreneurship subjects.

In this study, an effective teacher is assumed to be one who has been trained in any entrepreneurship subjects in Education programme in University or college of Education to enable him/her teach the corresponding subjects to students in secondary schools in Anambra State. The researcher's observation and experience revealed that most of the teachers teaching Entrepreneurships subjects in Anambra State do not acquire professional certificate to handle such subject rather, most of them are teaching out of experience gotten from many years of teaching a similar subjects to such trade subjects. The capacity to teach an entrepreneurship or trade subjects are actually needed by those teachers for effective subject matter delivery, for one cannot give what he /she does not possess. It was Chukwu in Okafor and Ifeanyieze (2014) who posited that the result of a stated goal can only be realized if there are adequate qualified teachers to teach effectively. This means that for teachers to teach and handle entrepreneurship subjects effectively they must be competent, possessing knowledge, skills and attitudes necessary for teaching such skill oriented subjects not only the principles of the subjects in question. A mere observation by the researcher revealed that most teachers teaching Entrepreneurship Studies in Anambra State lack some necessary competencies for teaching these trade subjects, hence the need for capacity building for effective teaching of trade subjects in Anambra State public secondary schools.

Capacity by Bakare, Okereke and Obe (2017) is the ability of an individuals, institutions and societies to perform functions, solve problems and achieve set

objective in a sustainable manner. These researchers are of the opinion that when one's capacity is fully developed and built, the person tends to perform better. Capacity building in view of Nwobu in Okafor and Ifeanyieze (2014) is an effort geared towards improving the level of Knowledge, skill and attitude possessed by an individual for proficiency in a given task or job. Bakare et al (2017:315) viewed capacity building as a re-training given to serving workers to develop a certain skill or competence, or for general upgrading of performance ability. Miller, Bakare and Ikatule (2011) described capacity building as the process of developing and strengthening the skills, instincts abilities, processes and resources that organizations and communities need to survive, adapt and thrive in the fast changing world.

In the context of this paper, capacity building refers to the efforts geared towards improving teachers of entrepreneurship subjects in senior secondary schools in Anambra State for effective teaching of entrepreneurship/trade subjects in their respective schools for achievements of stated objectives by the Federal Government. To build this capacity in teachers, some areas of incompetency must be identified to give room for capacity need gap, hence the main purpose of this study is to determine the capacity building needs of teachers for effective teaching of Entrepreneurship subjects in Senior Secondary Schools in Anambra State, Nigeria. Specifically, the study sought to determine

1. Subject Matter Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State.
2. Practical Skills Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State.
3. ICT Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State.

Research Questions

1. What are Subjects Matters Competency Needs required for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State ?

2. What are Practical Skills Competency Needs for effective teaching of Entrepreneurship

Subjects in Senior Secondary Schools in Anambra State.?

3. What are ICT Competency Needs for effective teaching of Entrepreneurship

Subjects in Senior Secondary Schools in Anambra State?

Methods

The study adopted a descriptive survey research design. The study was carried out in Anambra State. Anambra State has six education zones which are Aguata, Awka, Nnewi, Ogidi, Onitsha and Otucha zones (Anambra Post Primary School Service Commission, (ANPPSSC) 2018). According to the State Post Primary Education, all the schools in the state must offer at least one entrepreneurship subject whom their SS3 students must register as one of the core subjects for WAEC and NECO SSCE requirement. This is in compliance with the directive of the Federal Government through the NERDC (2011). The researcher was once a teacher of one of these entrepreneurship studies in one or two schools in Anambra State and had been in contact with the most of the teachers teaching trade subjects in their various schools in Anambra State thereby in position to know some problems encountered by the teachers of these various subjects in question. Facts, cannot be established unless empirical research is carried out and the fact ascertained. This is the reason the researcher felt that this research is important in Anambra State.

The population was the 258 Entrepreneurship /trade Subject teachers in the two hundred and fifty eight government owned secondary schools in Anambra. There was no sampling because of the manageable size of the population. The only instrument employed for data collection was a structured Trade Subjects Capacity Needs Questionnaire (TSCNQ) structured by the researcher which was developed from the literature reviewed for the study. The instrument consisted of 30 items which had two columns of needed and performance. The needed column was assigned a four response item options of highly Needed (HN) =4, Averagely Needed (AN)=3, Slightly Needed (SN)=2 and Not Needed (NN) =1; while the performance

column was also assigned a four response options of High Performance (HP) =4, Average Performance(AP) =3, Low Performance (LP)=2 and No Performance (NP)=1.

The instrument was face validated by three experts, two from Departments of Entrepreneurship Studies and one from the department of Measurement and Evaluation, two from Nnamdi Azikiwe University Awka and one from Federal University of Agriculture Umudike. The reliability test was carried out using cronbach alpha method and a coefficient of 0.89 was obtained. Three research assistants helped the researcher in administering the instruments to Entrepreneurship/Trade subjects' teachers during their long Vacation ICT training Workshop in the State. The entrepreneurship teachers were asked to respond to both Needed and Performance columns of the questionnaire. That is, each teacher was asked to rate each of the items in the table based on the extent the item was needed and also rated his/herself at the level to which he/she could perform each of the skill item if asked to do so. Their responses helped the researcher to take decision on the items in which teachers needed capacity building for effective teaching of entrepreneurship /trade subjects in the secondary schools in the state. The researcher employed a face- to- face mode of questionnaire administration on the respondents. This ensured a hundred percent return of the questionnaire administered on the respondents.

Weighted means and Improvement Need Index (INI) were used in analyzing the data. Weighted means was used to analyze data on the extent of needs of the items, while Improvement Need Index helped in taking decision on each of the item where teachers needed capacity building; such decision takes the following steps.

- ✓ The weighted means of each item in the needed column was calculated thus
(X_n)
- ✓ The weighted mean of each item of performance column was calculated as (X_p)

- ✓ The difference in the two means thus calculated as $(X_n - X_p = PG)$ that is performance gap. Where the difference $PG=0$ there was no need for capacity building, if the $PG=+$). There was need for capacity building because the level at which the item was needed was greater, otherwise the $PG=-$ indicating that the level at which the item was needed was less hence no need for capacity building.

Result

Research Question 1 What are subjects matters competency needs for effective teaching of entrepreneurship subjects in senior secondary schools in Anambra State?

Data for answering research question one was presented in Table 1.

Table1 Performance Gap Analysis of entrepreneurship subjects' teachers on subject matter competency needs for effective teaching of the entrepreneurship subjects in secondary schools in Anambra state.

| S/N | Item Statement Subject | X_n | X_p | $X_n - X_p$ |
|--------|------------------------|-------|-------|-------------|
| Remark | matter competency | | | (GP) |

| | | | |
|---|------|------|-------|
| 1. Reflect content to the curriculum | 3.32 | 2.28 | 1.04 |
| CBN* | | | |
| 2. Break the curriculum into teaching units | 2.97 | 1.80 | 1.17 |
| CBN* | | | |
| 3. Deliver lesson fluently | 2.68 | 2.14 | 0.54 |
| CBN* | | | |
| 4. Can state objectives of the lesson clearly | 3.54 | 1.22 | 2.32 |
| CBN* | | | |
| 5. Able to write and prepare a comprehensive lesson plan | 2.67 | 2.82 | -0.15 |
| CB ND | | | |
| 6. Identification of teaching material | 3.80 | 1.32 | 2.48 |
| CBN* | | | |
| 7. Appropriate use of teaching material while delivery lesson | 3.24 | 2.20 | 1.14 |
| CBN* | | | |
| 8. Able to ask and answer students' question during teaching. | 2.53 | 1.22 | 1.31 |
| CBN* | | | |
| 9. Identify proper teaching methods for each lesson unit | 2.28 | 2.13 | 0.15 |
| CBN* | | | |
| 10. Determine evaluation techniques. | 2.23 | 2.11 | 0.12 |
| CBN* | | | |

N=258

N= number of respondent, Xn =Mean of Needed, Xp =Mean of performance, PG = performance gap, CBN Capacity Building Needed,* Skill Needed

The data presented in table 1 revealed that the performance gap values of the 9 out of 10 items needed on subject matter competency were positive ranging from 3.80-2.23. These positive values indicated that teachers needed capacity building in all aspect of subject matter competency to teach entrepreneurship subjects in their various schools in Anambra State.

Research Question 2

What are Practical Skills Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State.?

Data for answering research question two was presented in Table 2.

Table 2 Performance Gap Analysis of Practical Skill Competency Needs for effective teaching of entrepreneurship subjects in Senior Secondary Schools in Anambra State.

N=258

| S/N | Item Statement | Practical | X_n | X_p | $X_n - X_p$ |
|--------|-----------------------|-----------|-------|-------|-------------|
| Remark | | | | | |
| | Skill competency need | | (GP) | | |

| | | | |
|--|------|------|------|
| 11. able to fix good time for practical | 2.80 | 2.05 | 0.75 |
| CBN* | | | |
| 12. sourcing material for practical | 3.78 | 1.22 | 2.56 |
| CBN* | | | |
| 13. able to remain in school after school hours for conveniences | 3.05 | 2.10 | |
| 0.95 CBN* | | | |
| 14. Prepare student for practical lesson | 3.21 | 2.06 | 1.05 |
| CBN* | | | |
| 15. ability to teach by example | 3.98 | 1.22 | 2.56 |
| CBN* | | | |
| 16. Possession of practical skill needed in for the subject. | 2.96 | 2.10 | 0.86 |
| CBN* | | | |
| 17. Able to demonstrate skill to students | 3.38 | 2.20 | 1.18 |
| CBN* | | | |
| 18. able to examine students on practical skills | 2.93 | 2.30 | 0.63 |
| CBN* | | | |
| 19. able to liaise with community leaders for financial support | 3.20 | 2.20 | |
| 1.00 CBN* | | | |
| 20. Able to secure the practical items | 3.36 | 2.10 | 1.26 |
| CBN* | | | |

| | | | |
|--|------|------|------|
| 21 Acquire the pre- service training for the teaching of | | | |
| Entrepreneurship in secondary schools | 3.48 | 1.20 | 2.28 |
| CBN* | | | |
| 22. Were you exposed to any method of skill inculcation? | 3.00 | 1.00 | 2.00 |
| CBN* | | | |

N= number of respondent, X_n =Mean of Needed, X_p =Mean of performance, PG = performance gap, CBN Capacity Building Needed,* Skill Needed. Analyses in Table two which answered the research question 2; the Practical Skill Competency needs of teachers to teach Entrepreneurship subjects in secondary school in Anambra State shows that all the practical items posited to the entrepreneurship subject teachers in Anambra State indicated positive. In effect they needed capacity improvement needs in all aspect of practical teaching requirement of entrepreneurship. The ten items were all positive in their performance gap ranging 0.63 – 2.65. All indicated Capacity building needs.

Research Question 3

What are ICT Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State ?

Data or answering research question 3 is presented in table 3 below.

Table 3 performance gap analysis in ICT Competency Needs for effective teaching of Entrepreneurship Subjects in Senior Secondary Schools in Anambra State ?

N= 258

| S/N | Item Statement | X_n | X_p | $X_n - X_p$ |
|--------|--|-------|-------|-------------|
| Remark | | | | |
| | ICT competency Needs | | | GP |
| 23. | Possession of a laptop either by Govt or by self purchase as a teaching material | 3.25 | 2.19 | 1.06 |
| CBN* | | | | |
| 24. | ability to boot or shut down computer | 3.50 | 3.65 | -0.15 |
| CBND | | | | |
| 25. | ability to type and effective use of tools in Microsoft words | | 3.98 | 2.40 |
| 1.58 | CBN* | | | |
| 26. | ability to prepare students' result using excel | 3.33 | | 1.20 |
| 2.13 | CBN* | | | |
| 27. | Able to prepare class lesson on power point | 2.46 | 1.30 | 1.16 |
| CBN* | | | | |
| 28. | ability to deliver lesson using power point | 3.55 | 2.34 | 1.21 |
| CBN* | | | | |

| | | | |
|---|------|------|------|
| 29. able to research and open some web site on computer | 3.75 | 1.12 | 2.63 |
| CBN* | | | |
| 30. ability to use email receive and send out mail | 3.20 | 0.20 | 3.00 |
| CBN* | | | |

N= number of respondent, X_n =Mean of Needed, X_p =Mean of performance, PG = performance gap, CBN Capacity Building Needed,* Skill needed and CBND= capacity building not needed.

The table 3 above revealed performance gap in ICT competency needs of teachers to teach entrepreneurship subjects effectively in secondary school in Anambra State. Out of 8 items eliciting capacity building needs of teacher on using ICT to impart knowledge of entrepreneurship/trade skills to students in Anambra State seven items showed positive mean of performance gap ranging from 1.06 – 3.00. Only item twenty four with performance gap mean of -0.15 indicated no capacity needed. This indicated that teachers teaching Entrepreneurship subjects in secondary schools in Anambra State need capacity building in all aspect of ICT if it would be used as a teaching pedagogy and as an effective way of demonstrating skills to students as needed in entrepreneurship subjects. They only have the knowledge of booting and shutting down computer.

Discussion of the Result

The researcher maintained that no nation can rise above the quality of her teachers. Where the quality of teachers is low the quality of their product will equally be low for one cannot give what he /she do not has. From the findings, all the 10 items rated in table 1 had positive values performance gaps indicating need for capacity building for subjects matters competency needs for effective teaching of

entrepreneurship subjects in senior secondary schools in Anambra State. Effective teaching for attaining to the stated objective can only be achieved if teacher are masters of their subject matters. This is in line with the assertion made by Ajayi and Ekundayo (2011) that the extent to which the objectives of teaching are achieved determines teaching effectiveness therefore; teachers are expected to be more equipped. This was also in tune with the words of Okoli (2012) who averred that business educators that are capable of imparting the right skills to their students and achieve pre-determined objectives in teaching must have equipped themselves with certain degree of the subject matter.

The finding on the practical skill competency of teachers handling various entrepreneurship subjects in Anambra State senior secondary educations programs proved need for capacity building in all aspect. All the twelve items used to seek teachers' opinion on their competency to teach practical aspect of entrepreneurship subjects in their various schools indicated positive in their performance gaps indicating capacity building needed. None indicated interest to stay back in the school for practical skill activities. It was found that no motivation package was attached to such condition of over stay in school for practical lessons. Importance of motivation for effectiveness cannot be over stressed. If teachers volunteer to take an extra supervisory shift, school administrator should make sure that their work is appreciated with small gift (Admin Teacher leadership insight, 2019). In other words, administrators should not over look extra effort or time put in by teachers to stay back in school after day's work to handle students on practical aspect of their subject especially on entrepreneurship subjects. Such over time calls for effectiveness in teaching skill and problem solving subjects like entrepreneurship because most of the school class time table do not give rooms for practical sections. Furthermore, entrepreneurship is more of problem solving according to Amos & Onifade (2013) which the authors ascertained is the transfer of learned knowledge and skills to new

students. Isa & Jaana (2018) made great observation in their study 'A review of Entrepreneurship Education in Teacher Education'. That entrepreneurship education in pre-service teacher training is either absent or insufficient in many countries. To that effect, in-service teachers are frequently unprepared in terms of both theoretical knowledge and in-classroom experience. In a similar manner, Silva (2013) indicated, that teachers should understand the meaning of the concept of entrepreneurship and how it should be practiced. To achieve the good objective of the federal Government in introducing the entrepreneurship subjects in Nigerian Secondary Education system, there is need that teachers have experience and knowledge regarding entrepreneurship education in order to teach to their students through experimental methods (Gustafsson-Pesonen & Remes, 2012). Teachers of entrepreneurship subjects should also be exposed to the concept of experiential learning which Okafor (2018) expressed as a stimulating method capable of carrying students along during instruction and exposes them into learning by doing strategy which is required in teaching skill driven subject like Trade/ Entrepreneurship subjects.

Finding on research question three, Teachers competency in ICT for effective teaching of Entrepreneurship subjects in senior secondary in Anambra State indicated need for capacity building in all aspect of ICT Knowledge in teaching. The poor skill acquisition in subjects like entrepreneurship has been attributed to a number of factors among which are inappropriate teaching methods and tools.(Okafor & Osinem, 2018). This scenario calls for the adoption of more vibrant activity –based teaching strategy by Entrepreneurship subjects' teachers. The strategies that should help students partake in their learning process; hence develop basic skills needed for their sustenance and for academic improvement. No teaching of trade subjects are considered complete until the practical aspect has been adequately tackled. This is more reason Adeleke (2018) emphasized that the educational need of a learner has been reduced to the provision of resources and facilities which enable them to construct and discover largely on their own and such is the use of

Information and Communication Technology (ICT). It was Makgato (2014), who made an assertion that the use of ICT in the classroom has introduced a new and innovative teaching strategy which has transformed teaching and learning from the traditional teacher-centred, content and lecture based instructional methods to students-centred, interactive constructivist methods. The finding of this study indicated serious capacity building training of entrepreneurship subject teachers in the knowledge and use of ICT as a teaching strategy in their various schools in Anambra State otherwise teachers would be producing what I termed as educated unemployable.

Conclusion

It is a general opinion that the world needs students that will make a difference in the world of work. It is only self evident entrepreneurs that will make such difference. This is because entrepreneurs are trained not only to identify problems that need solution. They are also determined to creatively solve problems, meet needs and make world a better place. To these effect, students need to be equipped with entrepreneurial skills to meet up with the above objectives. The findings of this study revealed that teachers of entrepreneurship subjects in Anambra State were less equipped to impart this knowledge and skill to their students hence, the need for re- training of teachers of entrepreneurship subjects in senior secondary schools in Anambra State to enable them teach to make impact on their students. It was also found that the teachers of entrepreneurship subjects in Anambra State possess shallow knowledge of ICT, which is one among the driving strategy teaching methods for skill oriented subject like entrepreneurship. Hence, the researcher recommends.

1. Various entrepreneurship subjects should be incorporated in teacher's preparatory school curriculum, where teachers will learn much about them before descending to teach students in secondary schools

2. Government should provide practical equipments needed to train teachers in their respective institution so that on graduation must have acquired basic knowledge and skill to transfer to students when employ to teach.
3. Incentive should be mapped out for teachers of this newly and special subjects to enable them put in their best and time.
4. In- service training is needed for teachers co-opted to teach entrepreneurship subjects from their related or mother subject to entrepreneurship subjects for effective teaching.

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