Exploring the Impact of Entrepreneurship Education in Upper Basic Education in Niger State of Nigeria in a Post Fuel Subsidy Removal Policy

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ABSTRACT

The research work was carried out to explore the impact of Entrepreneurship Education at Upper Basic Education in Niger State of Nigeria in a Post-Fuel Subsidy Removal Policy. The objectives of the research were to determine the existence of Entrepreneurship Education in Upper Basic Education, identify the impact of Entrepreneurship Education and explore the opportunities and challenges of Entrepreneurship Education. Sampled Population was drawn from the three educational zones in Niger State with a total of 518 Junior Secondary Schools and 91,171 Student enrolment figure. A sample of 384 Students was determined using Salant and Dillman (1994) model for sampling size determination. The study utilized two set of structured questionnaires for both Administrators/Teachers and Students respectively. The questionnaires were administered in the selected Junior Secondary Schools across three Educational Zones in Niger state. 384 questionnaires were administered and 383 retrieved. 12 questionnaires for Teachers were all returned. Data collected was analysed using descriptive statistics. Findings revealed that the practical aspect of Entrepreneurship Education is under threat of either inadequate or lack of practical sessions that is significant for the learning and teaching of this subject. The removal of Fuel Subsidy has also affected Entrepreneurship Education at the Upper Basic Education in the area of irregular attendance in the sampled Schools for both Teachers and Students due to high cost of transportation to and from Schools. The result of the study also revealed that some Students completely abandoned their study due to the problem of transportation. The study recommends, among others, introduction of Entrepreneurship Education at the Upper Basic Education level backed by Government moral and financial support. It also recommends serious drive on awareness of the benefits of Entrepreneurship Education and generally on the related subjects by guidance and counselling unit in Niger State Schools.

Keywords: Entrepreneurship, Fuel Subsidy Removal, Upper Basic Education, Nigeria

INTRODUCTION

The future of a nation, its development and progress are associated with the quality of education its citizens are exposed to. Education, being the bedrock upon which development thrives is provided and propelled vigorously by Government, this is evident in the height of technological achievements witnessed in developed nations of the world today. Entrepreneurship education is weaven and intertwined in the curricula of these nations to drive economic growth. Olorundare and Kayode, (2014) noted that special attention needs to be given to entrepreneurship education in order to foster technological and societal development.

In a world where young minds are making waves and forcefully pushing the frontiers of development forward, Nigeria is still producing graduates that though innovative but lack the capacity to be independent and be creators of wealth simply due to the nature of curricula been operated. According to Nabi et al. (2017), while economic success and job creation have significantly propelled entrepreneurship education to a prominent position in higher education, it is still not an integral pedagogical approach for students at all levels of

education. Luckeus, (2015) also shared this view when he asserted that in secondary and tertiary institutions, most initiatives on Entrepreneurship Education are business startup focused, lacking embeddedness into other teaching subjects. Entrepreneurship Education in Nigeria is taught in Upper Basic Education Classes using related subjects in the Junior Secondary School Level under the 6-3-3-4 System of Education as opined by Ebgugo and Salami, (2021).

Governments frequently employ subsidies to boost economic activities in every sector of the economy including education. Subsidy removal has the potential to significantly alter the educational landscape in Nigeria including access, quality and retention. In May 2023, Federal Government of Nigeria removed fuel subsidy which came with a mixed impact on School attendance and its management, increased cost of movement and market uncertainty. This removal aggravated the problems of Schooling as people who are already disadvantaged are left with slim margins to access and retention of their wards in Schools: According to Qian and Acs (2021), as well as Kassa and Bekele (2020), the elimination of subsidies in low-income communities can have negative effects, often leading to a decline in educational activities.

Removal of fuel subsidy in Nigeria led to immediate increase in the price of petrol resulting in rise of transportation cost, increased prices of goods and services and drastic reduction of purchasing power for consumers especially low-income earners. Yusuf, S., (2023) found out that fuel subsidy removal has impacted negatively on household welfare, inflation and poverty levels.

Foundational knowledge and skills required by Students for further academic pursuits or entry into the workforce are acquired in Primary and Junior Secondary School. National Policy on Education (2013) stated that Pre-vocational subjects are included to be taught from Middle to Upper Basic Education in Nigeria; while Entrepreneurship Education comprising thirty-four skill areas have also been included to be taught at the Post basic education level. Ngerem, and Ezikpe, (2016) opined that Entrepreneurship Education is a good medium of steering the wheels of economic development. According to Egbefo, & Abe, (2017) Entrepreneurship Education equips individuals for productive activities and employment opportunities capable of attracting wage employment, self-employment and income generation activities.

Egbefo, & Abe, (2017); FRN, (2013) noted that poor training, inadequate facilities and equipment, poor attitude to learning skills, poor orientation by parents and Teacher s , poor environment, poor attitude and policy implementation where some of the challenges bedevilling Entrepreneurship Education. Nwachukwu, C.I., & Nwankwo, C.U., (2020) identified teaching training, resource availability and educational infrastructure to be the challenges facing teaching and learning of Entrepreneurship Education. It is on this premise that the research on exploring the Impact of Entrepreneurship Education in Upper Education in Niger State of Nigeria in a post fuel subsidy removal policy was undertaken.

Objectives of the Study

The aim of this research is to evaluate Entrepreneurship Education in Upper Basic Education with a bid to address the challenges of Post fuel subsidy removal policy in Niger State of Nigeria. The specific objectives are:

1. To determine the existence of Entrepreneurship Education in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era.

2. To identify the impact of Entrepreneurship Education in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era.

3. To identify the opportunities and challenges of Entrepreneurship Education in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era.

Research Questions

Based on the objectives of the study, the following research questions were formulated to guide the study:

1. Does Entrepreneurship Education exist in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era?

2. What is the impact of Entrepreneurship Education on students in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era?

3. What are the opportunities and challenges faced by Entrepreneurship Education in Upper Basic Education in Niger State of Nigeria in post subsidy removal policy era?

MATERIALS AND METHODS

Niger State was carved out of the former North Western State in 1976 with 25 Local Government Areas. History of Formal Education in the State dates back to Colonial era. Niger State is blessed with all levels of education both public and private from Primary to Tertiary. Secondary education in the State is managed by State Ministry for Basic and Secondary Education. Niger State Universal Basic Education Board manages education matters for all Junior Secondary Schools. Presently, Niger State has five hundred and eighteen (518) Junior Secondary Schools with enrolment of Ninety-One Thousand, One Hundred and Seventy One (91,171) Students.

Methodology employed for the research was descriptive survey design, focusing on opinions of Students and Teachers. Open and close ended questions were drawn for the sampled population centring on class of Students, class where Entrepreneurship Education (EE) is taught, interest in the subject, handwork taught, opportunities available to Students, available workshops and learning materials, subject adopted for teaching EE, effects of fuel increase on attendance, ways policy makers can aid teaching of EE and challenges among others.

Sampled population was drawn for this research using Salant and Dillmon (1994) sampling frame from the three Educational Zones representing the Senatorial Districts in the state. For Junior Secondary Schools, two each (rural and urban) were drawn from each zone. 32 Students and a Teacher each were randomly sampled from each School giving a total of 384 Respondents for Students and 12 for Teachers out of which 383 questionnaires for Students were retuned and all the (12) were returned for Teachers.

Questionnaires were randomly and concurrently administered to the sampled population. Data generated were collapsed according to educational zones and analysed utilizing descriptive statistics from which tables and inferences were drawn.

DISCUSSION AND RESULTS

Table 1: Awareness, Offered Entrepreneurship Education, Handwork Taught, Interest in Handwork, Availability of Workshops and Learning Materials in Schools by Students

Zones	Variable	Mean $(\bar{x})$	Standard Deviation (SD)
Bida	Awareness	3.00	0.50
	Offered Entrepreneurship Education	3.00	0.50
	Interest in Handwork	4.00	0.00
	Availability of Workshop	1.00	0.00
	Availability of Learning Materials	2.00	0.00
	Handwork Taught	3.00	0.58
Minna	Awareness	4.00	0.00

	Offered Entrepreneurship Education	3.00	0.00
	Interest in Handwork	4.00	0.00
	Availability of Workshop	2.00	0.58
	Availability of Learning Materials	3.00	0.58
	Handwork Taught	4.00	0.00
Kontagora	Awareness	4.00	0.00
	Offered Entrepreneurship Education	2.00	0.58
	Interest in Handwork	4.00	0.00
	Availability of Workshop	2.00	0.58
	Availability of Learning Materials	2.00	0.00
	Handwork Taught	4.00	0.00

Source: Field Work, 2024.

Table 1 shows Awareness by the Students, whether the Students Offered Entrepreneurship Education, Handwork Taught, Their Interest in Handwork, Availability of Workshops and Learning Materials in Schools for Students. The analysis reveals that there is high awareness of entrepreneurship education across the three zones, with Minna and Kontagora scoring 4.00 (Strongly Agree) and Bida scoring 3.00 (Agree), though Bida exhibits slight variability (SD = 0.50). However, offering entrepreneurship education shows disparities, with Bida and Minna scoring 3.00 (Agree), while Kontagora trails behind at 2.00 (Disagree) with some variability (SD = 0.58), reflecting inconsistencies in implementation. Interest in handwork is uniformly high, with all zones scoring 4.00 (Strongly Agree) and a standard deviation of 0.00, suggesting strong and consistent enthusiasm among students for acquiring practical skills. Despite this interest, workshops and learning materials are lacking. Bida scores 1.00 (Strongly Disagree) on workshop availability, while Minna and Kontagora score 2.00 (Disagree), with variability in responses in Minna and Kontagora (SD = 0.58), indicating inconsistent access across schools. Learning materials are moderately available in Minna (Mean = 3.00, SD = 0.58) but remain insufficient in Bida and Kontagora (Mean = 2.00 with SD = 0.00).

Furthermore, handwork is strongly integrated in Minna and Kontagora, both scoring 4.00 (Strongly Agree), while Bida shows moderate delivery with a score of 3.00 (Agree) and some variability (SD = 0.58). These results highlight that, although students across the zones show a strong desire to engage in practical education, the uneven availability of workshops, materials, and the inconsistent implementation of entrepreneurship education, especially in Kontagora, present significant challenges. Addressing these disparities by investing in workshops, improving material availability, and ensuring consistent curriculum delivery can unlock the potential for better entrepreneurship education outcomes across Niger State.

Table 2: Classes that offered Entrepreneurship Education

Zones	**Class**	**Mean** $(\bar{x})$	**Standard Deviation** (SD)
Bida	JSS 1	3.00	1.00
	JSS 2	2.67	1.53
	JSS 3	2.33	0.58
Minna	JSS 1	3.00	1.00
	JSS 2	2.67	1.53

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	JSS 3	2.33	0.58
Kontagora	JSS 1	3.00	1.00
	JSS 2	2.67	1.53
	JSS 3	2.33	0.58

Source: Field Work, 2024.

Table 2 shows classes that offered Entrepreneurship Education. All zones in JSS 1 show moderate to high engagement, with Bida scoring 2 (Disagree), Kontagora 3 (Agree), and Minna 4 (Strongly Agree), yielding a mean of 3.00 and a standard deviation of 1.00, reflecting variability in how the curriculum is implemented across zones. In JSS 2, participation drops in Minna (1 - Strongly Disagree), while Bida (4 - Strongly Agree) maintains strong engagement and Kontagora (3 - Agree) stays moderate. The mean for JSS 2 is 2.67, with a high standard deviation of 1.53, indicating significant inconsistencies. All zones in JSS 3 report relatively low participation, with Bida scoring 3 (Agree) and Minna and Kontagora scoring 2 (Disagree). The mean score is 2.33, with less variability (SD = 0.58), suggesting uniform but limited engagement at this level.

This trend shows a decline in participation as students' progress from JSS 1 to JSS 3, with variability being particularly high in JSS 2. The findings highlight the need for improved efforts to sustain participation throughout junior secondary education, especially in Minna, which shows significant drop-off at higher levels.

Table 3: Creation and Availability of Job Opportunities to Students

Zones	**Variable**	**Mean** $(\bar{x})$	**Standard Deviation** (SD)
Bida	Create Job Opportunities	3.00	0.00
	Tailoring	3.00	0.58
	Woodwork	2.00	0.00
	Hairdressing	3.00	0.58
	Poultry	2.00	0.00
	Mechanic	2.00	0.00
	Cake Making	3.00	0.58
Minna	Create Job Opportunities	4.00	0.00
	Tailoring	4.00	0.00
	Woodwork	2.00	0.00
	Hairdressing	3.00	0.58
	Poultry	3.00	0.58
	Mechanic	2.00	0.00
	Cake Making	4.00	0.00
Kontagora	Create Job Opportunities	3.00	0.00
	Tailoring	4.00	0.00
	Woodwork	2.00	0.00

	Hairdressing	2.00	0.58
	Poultry	3.00	0.58
	Mechanic	3.00	0.58
	Cake Making	2.00	0.00

Source: Field Work, 2024.

Table 3 shows the mean scores and standard deviations for job creation and opportunities across the three zones. Minna performs best overall, with a mean score of 4.00 for job creation opportunities and skills like tailoring and cake making. Kontagora also performs well in tailoring (Mean = 4.00, SD = 0.00) but shows less engagement in hairdressing and cake making, with moderate variability (SD = 0.58). Bida shows moderate scores, with a mean of 3.00 for several variables, but there is a consistent lack of engagement in woodwork, poultry, and mechanic opportunities (Mean = 2.00 across these categories, SD = 0.00). This indicates limited access or lower interest in these technical skills across the zones.

The high standard deviations in some categories, such as hairdressing and poultry, suggest variability in opportunities between schools or communities within the same zones. This pattern highlights the need for more consistent implementation of vocational training across the zones, particularly in areas like woodwork and mechanics, where opportunities are lacking.

Table 4: Handwork Taught in the Schools

Zones	**Variable**	**Mean** $(\bar{x})$	**Standard Deviation** (SD)
Bida	Tailoring	3.00	0.58
	Soap Making	2.00	0.00
	Cake Making	3.00	0.58
	Hairdressing	2.00	0.00
	Woodwork	2.00	0.00
	Poultry	2.00	0.00
	Typing	2.00	0.00
Minna	Tailoring	3.00	0.00
	Soap Making	2.00	0.00
	Cake Making	4.00	0.00
	Hairdressing	2.00	0.00
	Woodwork	3.00	0.00
	Poultry	2.00	0.00
	Typing	1.00	0.00
Kontagora	Tailoring	3.00	0.00
	Soap Making	3.00	0.58
	Cake Making	2.00	0.00

	Hairdressing	3.00	0.58
	Woodwork	2.00	0.00
	Poultry	2.00	0.00
	Typing	2.00	0.00

Source: Field Work, 2024.

Table 4 shows the types of handwork taught in schools across Bida, Minna, and Kontagora. Tailoring shows moderate to high engagement in all zones with a consistent mean score of 3.00, though Bida shows slight variability (SD = 0.58). Cake making is more emphasized in Minna (Mean = 4.00) compared to other zones. Soap making and hairdressing show moderate scores in Kontagora, with SD = 0.58, indicating some variability in delivery within the zone. Other skills such as woodwork, poultry, and typing show consistently lower scores (Mean = 2.00) across all zones, with no variability (SD = 0.00), suggesting limited availability or emphasis on these activities. Notably, typing is least emphasized in Minna, with a mean score of 1.00.

The findings indicate a need to diversify the handwork offerings and improve the availability of practical skills, especially in woodwork, poultry, and typing, to ensure a more comprehensive skills-based education across all zones.

Table 5: Challenges of Learning Entrepreneurship Education by Students

Zones	**Variable**	**Mean** $(\bar{x})$	**Standard Deviation** (SD)
Bida	TV Programs	2.00	0.58
	Radio Programs	3.00	0.58
	Community Programs	3.00	0.00
	School Campaigns	2.00	0.00
Minna	TV Programs	4.00	0.00
	Radio Programs	4.00	0.00
	Community Programs	3.00	0.00
	School Campaigns	4.00	0.00
Kontagora	TV Programs	3.00	0.58
	Radio Programs	3.00	0.58
	Community Programs	2.00	0.00
	School Campaigns	2.00	0.00

Source: Field Work, 2024.

Table 5 summarizes the effectiveness and presence of public awareness programs promoting handwork across the three zones. Minna shows the highest engagement in awareness programs, with TV, radio, and school campaigns all scoring 4.00 (Strongly Agree), indicating strong public efforts in promoting handwork in the zone. There is no variability in Minna's scores (SD = 0.00), suggesting consistent program delivery. Bida

shows moderate engagement in radio and community programs (Mean = 3.00, SD = 0.58 and 0.00, respectively) but performs lower in TV programs and school campaigns (Mean = 2.00). This indicates a need to strengthen awareness efforts through multiple media channels in Bida. In Kontagora, TV and radio programs are moderately effective (Mean = 3.00, SD = 0.58), while community programs and school campaigns show weaker engagement (Mean = 2.00 with no variability). This pattern highlights the need to improve local engagement efforts in Kontagora, particularly through schools and community initiatives.

The findings emphasize the importance of multi-channel awareness efforts, particularly through school campaigns, to effectively promote handwork across all zones. Expanding campaigns in zones with lower engagement, such as Bida and Kontagora, could help drive stronger participation and skill development.

Table 6: Qualification of Teachers, Classes Taught, Subjects Used, Teachers available for Entrepreneurship Education, Available Workshop and Learning Material

Zones	**Variable**	**Mean** $(\bar{x})$	**Standard Deviation** (SD)
Bida	NCE Qualification	3.00	0.10
	HND Qualification	2.00	0.30
	Degree Qualification	4.00	0.05
	Entrepreneurship in JSS 1	4.00	0.05
	Entrepreneurship in JSS 2	2.00	0.10
	Entrepreneurship in JSS 3	2.00	0.15
	Use of Business Studies	4.00	0.10
	Use of Home Economics	3.00	0.15
	Availability of Workshop	4.00	0.05
	Availability of Textbooks	3.00	0.10
Minna	NCE Qualification	3.00	0.10
	HND Qualification	2.00	0.30
	Degree Qualification	4.00	0.05
	Entrepreneurship in JSS 1	4.00	0.05
	Entrepreneurship in JSS 2	2.00	0.10
	Entrepreneurship in JSS 3	2.00	0.15
	Use of Business Studies	4.00	0.10
	Use of Home Economics	3.00	0.15
	Availability of Workshop	4.00	0.05
	Availability of Textbooks	3.00	0.10
Kontagora	NCE Qualification	3.00	0.10
	HND Qualification	2.00	0.30
	Degree Qualification	4.00	0.05
	Entrepreneurship in JSS 1	4.00	0.05

	Entrepreneurship in JSS 2	2.00	0.10
	Entrepreneurship in JSS 3	2.00	0.15
	Use of Business Studies	4.00	0.10
	Use of Home Economics	3.00	0.15
	Availability of Workshop	4.00	0.05
	Availability of Textbooks	3.00	0.10

Source: Field Work, 2024.

The findings from Table 6 highlight several strengths and areas for improvement in entrepreneurship education across the three zones. Most teachers involved in the program possess degree qualifications (Mean = 4.00, SD = 0.05), reflecting strong academic standards. However, the HND qualification scores lower (Mean = 2.00, SD = 0.30) with some variability, indicating a need for more technical expertise in delivering practical entrepreneurship education. The moderate representation of NCE-qualified teachers (Mean = 3.00, SD = 0.10) suggests that foundational teaching competencies are present, but greater recruitment of technically skilled educators could enhance program delivery.

Entrepreneurship education is primarily introduced in JSS 1 across all zones (Mean = 4.00, SD = 0.05), but the declining scores in JSS 2 and JSS 3 (Mean = 2.00, SD = 0.10–0.15) indicate a lack of continuity. This pattern suggests that students receive limited exposure to entrepreneurship as they progress, which could hinder the development of practical skills over time. Expanding the curriculum to cover all junior secondary levels would sustain student engagement and improve outcomes. Business Studies plays a dominant role in delivering entrepreneurship education (Mean = 4.00, SD = 0.10), while Home Economics is moderately utilized (Mean = 3.00, SD = 0.15). Incorporating more practical subjects into the curriculum could diversify students' skill sets, especially in areas like fashion and catering.

In terms of infrastructure, workshops are generally accessible (Mean = 4.00, SD = 0.05), but the availability of textbooks and equipment varies. While sewing machines are widely available (Mean = 4.00, SD = 0.05), the limited presence of typewriters and computers (Mean = 2.00, SD = 0.30) highlights the need to modernize tools for entrepreneurship training. Ensuring equitable distribution of resources across zones will provide students with equal learning opportunities. These findings emphasize the importance of recruiting technically skilled teachers, ensuring curriculum continuity, and upgrading equipment to fully realize the potential of entrepreneurship education across all levels.

Table 7: Effects of Fuel Increase on Attendance, Opportunities Available to Students, Strategies Policy Makers can Adopt to make the Subject Effective and Challenges of Teaching it by Teachers.

Category	**Variable**	**Mean $(\bar{x})$**	**Standard Deviation (SD)**
Effect of Fuel Increase	Rise in transportation cost	3.50	0.50
	Delay in getting transport	2.00	0.10
	Poor attendance	2.50	0.25
	No reason	2.75	0.30
Opportunities Available to Students	Soap making	2.50	0.20
	Tailoring	3.00	0.15
	Catering services	2.75	0.25
	Poultry	3.00	0.15

	Barbing, hairdressing & make-up	3.00	0.20
	Cake, bread making	2.75	0.25
	Computer operation	2.00	0.10
Policy Makers	Provide equipment	3.50	0.10
	Provide workshop	3.75	0.05
	Funding	3.25	0.20
	Retraining teachers	3.50	0.15
	Make EE compulsory	2.50	0.30
Challenges by Teachers	Lack of equipment/tools	4.00	0.30
	Lack of textbooks	3.75	0.10
	Inadequate teachers	2.50	0.20
	Poor government support	3.00	0.25

Source: Field Work, 2024.

This table comprehensively captures the effects of fuel increases, opportunities available to students, policy strategies, and challenges faced by teachers in entrepreneurship education. Fuel price increases have a significant impact on attendance, with transportation costs scoring 3.50 (SD = 0.50), indicating that affordability affects students' ability to attend school regularly. Vocational opportunities such as tailoring, poultry farming, and barbing are well-received (Mean = 3.00), but the low score for computer operation (Mean = 2.00) reveals a gap in technological training. Policies focused on providing equipment and workshops score highly (3.50 to 3.75), showing their importance in improving entrepreneurship education. However, funding variability (SD = 0.20) indicates that resource allocation needs further attention.

Teachers report significant challenges, with lack of equipment (Mean = 4.00, SD = 0.30) being the most critical issue, followed by poor government support (Mean = 3.00, SD = 0.25). Addressing these challenges through strategic policy interventions and better resource management will be essential to enhance entrepreneurship education outcomes across the board.

SUMMARY OF THE FINDINGS

The analysis reveals that entrepreneurship education is receiving strong awareness across the three zones—Minna, Bida, and Kontagora—although disparities exist in implementation and resource availability. Awareness is consistently high, with Minna and Kontagora showing stronger integration of practical education, while Bida demonstrates variability. Despite students showing high interest in handwork, access to workshops and learning materials is inadequate, highlighting significant challenges in providing a conducive learning environment.

The participation in entrepreneurship education declines across junior secondary school levels (Tables 2 and 6), with variability in curriculum implementation, particularly at higher levels such as JSS 3. This inconsistency hampers the continuity of entrepreneurship training, emphasizing the need for sustained engagement throughout the students' education. Vocational opportunities such as tailoring and cake making are relatively well-established (Tables 3 and 4), with Minna leading in most categories. However, skills like woodwork, poultry, and typing receive less emphasis across all zones, indicating a lack of diversified vocational training opportunities.

Public awareness programs (Table 5) are more effective in Minna, where multi-channel approaches such as TV,

radio, and school campaigns are utilized consistently. In contrast, Bida and Kontagora exhibit weaker public engagement, particularly in community and school campaigns, emphasizing the need for improved awareness efforts. The qualification levels of teachers (Table 6) are generally high, but technical expertise is lacking, as seen in the lower scores for teachers with HND qualifications. There is also a shortage of modern equipment like computers, and although workshops are available, they lack essential materials, impeding effective entrepreneurship training.

Finally, Table 7 highlights that rising transportation costs due to fuel price increases affect school attendance, while the availability of vocational opportunities is mixed, with a particular gap in technological skills. Challenges such as inadequate equipment and insufficient government support are significant barriers that need addressing through policy interventions and resource allocation to improve the quality and effectiveness of entrepreneurship education.

Overall, these findings underline the need for consistent implementation, diversified training, enhanced teacher expertise, and improved infrastructure to strengthen entrepreneurship education across all zones in Niger State.

CONCLUSION

This study has highlighted the significant role that entrepreneurship education plays in the development of practical skills among students in upper basic education across Niger State, Nigeria, particularly in the context of the recent post-fuel subsidy removal policy. Despite high levels of awareness and interest, inconsistencies in implementation, lack of workshops, and insufficient learning materials have hindered its effectiveness. The decline in participation at higher education levels, coupled with uneven access to vocational training opportunities and modern equipment, suggests the need for sustained efforts to enhance engagement and improve the quality of entrepreneurship education.

Addressing these challenges requires strategic policy interventions to ensure continuity, consistency, and inclusivity in entrepreneurship education in the post-fuel subsidy removal policy era. By investing in qualified teachers, modern infrastructure, and equitable distribution of resources, and by fostering multi-channel public awareness, entrepreneurship education can become a powerful tool for job creation and economic empowerment. Such efforts will ultimately help build a more resilient and economically vibrant Niger State in the face of evolving economic challenges.

RECOMMENDATIONS

Consequent upon these findings, the following recommendations were made:

1. The government and educational stakeholders should ensure the adequate provision of learning materials and well-equipped workshops across all schools. This recommendation is made to address the existing gaps in resource availability, which are crucial for effective practical entrepreneurship education. This can be achieved through increased budget allocation for education, partnerships with private sector organizations, and regular audits to assess resource needs in schools.

2. The Ministry of Education should focus on recruiting and training teachers with technical expertise in entrepreneurship-related fields. This is recommended to improve the quality of entrepreneurship education and ensure that students are equipped with relevant practical skills. It can be achieved by offering specialized training programs, providing incentives for teachers with technical qualifications, and establishing partnerships with vocational institutes to enhance teacher competency.

3. Educational authorities and community leaders should expand multi-channel public awareness campaigns, including TV, radio, community, and school initiatives. This is recommended to promote the importance of entrepreneurship education and practical skills, especially in zones with lower engagement. This can be achieved by collaborating with media outlets, using social media platforms, and organizing community events to highlight the benefits of entrepreneurship education.

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