

STAKEHOLDERS PERCEPTION OF THE IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION IN TERTIARY INSTITUTIONS IN ABIA STATE

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Abstract

This study investigated stakeholders' perception of how adequately Entrepreneurship Education (EE) is being implemented in tertiary institution in Abia state. The study used a descriptive survey design and was guided by three research questions and three hypotheses. It utilized a 36 item structured questionnaire for data collection. The instrument was structured on a four point modified Likert-typed scale and was validated and tested for reliability using the Cronbach Alpha statistic which yielded a co-efficient of $r = 0.81$. It was administered on a stratified sample of 414 respondents which is made up of all the Entrepreneurship lecturers and 384 students of the three tertiary institutions offering (EE) using Taro Yamen's formula and the stratified random sample technique mean and standard deviation was used to analyse the data to add. The result revealed that tertiary institutions in Abia State have been able to implement the national policy on entrepreneurship education, develop entrepreneurship skills among undergraduates to a moderate extent. The challenges that were found to be seriously inhibiting the adequate implementation of the programme include inadequate instructional facilities, laboratories and lecturers, inadequate time to cover the programme etc. Also, no significant differences were found between the mean perception of lectures and students on the extent of adequacy in implementation, skill development in students and the challenges to the adequate implementation of entrepreneurship education in tertiary institutions. Based on this evidence, it was concluded that the implementation of entrepreneurship education in tertiary institution in Abia State is not adequate to make graduates of these institutions self employed or employment creators. This is because the program has not been given the right attention by the government, the schools and even the students. The need for the relevant authorities to adequately equip entrepreneurship laboratories /workshops, engage well trained and qualified lecturers and encourages students with incentives like business starter packs were recommended.

Keywords: Stakeholder's, implementation, Entrepreneurship, Education.

Introduction

Entrepreneurship education is education for the acquisition of skills aimed at building self reliance in the learner. It is education that instills creativity, innovativeness or originality in the learner through skill acquisition for self reliance that will enable the learner to create employment for self and others in future. In fact, entrepreneurship is the major aim of education. This is because it is a means of equipping the learner with the ability to face challenges of life and discover new ways of overcoming those challenges. The

difference between entrepreneurship and other forms of education is that it is based on making new discoveries. This can be exhibited through starting a new business, introducing new products or ideas, or through doing something in a different way. Entrepreneurship education can therefore be seen as that education which assists students to develop positive attitude, innovativeness and skills for self reliance, rather than depending on the government for employment. (Okey, Ayabag & Ndum, n.d).

Due to the rising level of unemployment, the federal government through the National Universities Commission (NUC) introduced Entrepreneurship Education (EE) in tertiary institutions, in 2006 with effective implementation date on 2007/2008 academic session. This is with the aim of equipping students with entrepreneurial skills, and competences in order for graduates to be job providers and not job seekers. It is a general belief that entrepreneurship education will ultimately enhance the economic, technological and industrial development of the Nigeria Nation and reduce poverty and unemployment.

However, the two critical Stakeholders in the implementation of Entrepreneurship education are the teachers (prime agents) and the students (the prime beneficiaries) of the programme. There should therefore be adequacy in the implementation of entrepreneurship education in order to enable youths acquire the necessary skills that will make them independent (Adeokoya in Ajuonuma & Oguguo, 2012). The various aspects of entrepreneurial education make it glaringly clear that there is every need for the curriculum to be rich enough to contain, all the topics. This will help the students to develop adequate entrepreneurial skills, attitudes and behaviours (Moses & Mosunmola, n.d). The scholars further noted that the course content should include how to build ideas, how to notice opportunity, how to get resources, management and leadership, economic and entrepreneurship theories, youth entrepreneurship etc.

However, the obvious absence of a sound curricular guide to achieve a pedagogical, delivery in the methodology of entrepreneurship education is seen by researchers as a major drawback in the system. (Agbonlahor, 2016). The scholar further noted that a good curriculum must be mapped out to ensure a systematic up grading of knowledge over time. It is a pity that the concept of “problem based learning activities is not often used in developing the curriculum.

Development of Entrepreneurial Skills among Undergraduate Students.

Hisrich & Peters in Monday, *et al* (2012) define Entrepreneurial skill as the capability to create something new in a new way with additional value by putting adequate time, resources and effort considering the financial and social risks involved, thereby receiving the expected financial rewards and personal satisfaction as well as personal independence.

In the same vein Adeyemo in Monday *et al* (2012) state that skills can also be seen as a quality of performance which does not depend mainly on a person's fundamental or natural abilities but must be developed through training, practice and experience. The introduction of entrepreneurship skill acquisition into educational system is to enable the youths to become enterprising, innovative and creative (Emaikwu, n.d) Shai (2009) in Enu (2012) categorized entrepreneurship education curriculum into:

Personal Development: It should develop in students' technical financial literacy and skills to engage in self employment.

Entrepreneurial Skill: It should provide training in social skill, networking creative problem solving opportunity seeking, group leadership, seeking dealings with bureaucracy, community cooperation, local cultural norm and how they affect business etc.

Challenges to the Adequate Implementation of Entrepreneurship in Tertiary Institutions:

The first challenge inhibiting effective delivery of entrepreneurship education across tertiary institutions in Nigeria is inadequate curriculum implementation. This has made the achievement of the objectives of entrepreneurship intervention in Nigeria very far. (Garba in Akhuemonkham, *et al* 2013). Also, the style of

teaching entrepreneurship education in tertiary institutions in Nigeria has been flawed because of much emphasis on ways of writing business, plans in groups of 10-15 students (Ifedili and Ofoegbu 2011 in Akhuemonkhan *et al* 2013).

Furthermore, there is inadequate funding of entrepreneurship education, which has badly affected the implementation of entrepreneurship education curriculum (NUC, NBTE cited in Gabadeen and Ralm, 2012 in Akhuemonkhan, *et al* 2013). There is also the absence of standard text books and other useful learning materials on entrepreneurship education. (Ifedili and Ofoegbu in Akhuemonkhan, *et al* 2013).

Statement of the Problems

Entrepreneurship education in tertiary institutions in Nigeria was introduced in 2006 to address the issue of unemployment and acquisition of skills particularly among graduates of tertiary institutions in order to make students employable or create their own jobs when they leave school instead of relying on paid employment. However, considering the number of students who still roam the streets in search of paid employment after graduation one wonders why this would happen. Could it be that these graduates have not developed adequate entrepreneurial skills when they were exposed to entrepreneurship education? Alternatively, could it be that entrepreneurship education is not being effectively implemented in these institutions because of some challenges.

Aims and Objectives of the Study

The aim of this study is to assess the perception of teachers and students as Stakeholders, on the implementation of entrepreneurship education in tertiary Institutions in Abia State; specifically the study is aimed at:

- i. Assessing the perception of Stakeholders on the extent of adequacy in the implementation of entrepreneurship education in tertiary institutions in Abia State.
- ii. Finding out the perception of stakeholders on the extent to which tertiary institutions have been able to develop entrepreneurial skills among students through entrepreneurship education.
- iii. Determining the challenges to the adequate implementation of entrepreneurship education in tertiary institutions in Abia State as perceived by stakeholders.

Research Questions

The following research questions guided the study:

- i. How adequate has been the implementation of entrepreneurship education in tertiary institution as perceived by lecturers and students?
- ii. What is the extent of development of entrepreneurship skills among undergraduates of tertiary institutions in Abia State as perceived by lecturers and students?
- iii. What are the challenges to the adequate implementation of entrepreneurship education in tertiary institutions as perceived by lecturers and student?

Hypotheses

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

- i. There is no significant difference between the mean perception of lecturers and students on the extent of adequacy in the implementation of entrepreneurship education in tertiary institutions.
- ii. There is no significant difference between the perception of lecturers and students on the extent entrepreneurship skills have been developed in students.
- iii. There is no significant difference between the mean perception of lecturers and students on the challenges to the adequate implementation of entrepreneurship education in tertiary institutions.

Methodology

The study design is descriptive. The target population of this study included five public tertiary institutions in Abia State namely: University of Uturu, Michael Okpara University Umudike, Abia State Polytechnic Aba, College of Health Technology, Aba and College of Education, Arochuku. The stratified random sampling technique was used for sample selection of students from each of the three institutions offering entrepreneurship education. This yielded a total of 414 respondents (30 lecturers and 384 students) from the three institutions. A structured questionnaire titled "Implementation of Entrepreneurship education in tertiary institutions assessment survey questionnaires (IMEETIASQ)". It was based on the modified 4 points Likert summated rating scale. The instruments was properly validated and reliability was established through Crombach Alpha method which yielded a co-efficient of 0.81 mean and standard deviation statistics was used to answer research questions while Z-test statistic was used to test the hypothesis of 0.05 Alpha levels.

Results

Research Question One: How adequate has been the implementation of entrepreneurship education in tertiary institutions as perceived by lecturers and students?

Table 1: Weighted mean of lecturers and students' perception of the extent of adequacy in the implementation of entrepreneurship education in tertiary institutions.

S/N	Implementation variables	Lecturers (N = 26)		Students (N =299)	
		Mean	Remarks	Mean	Remarks
1	Provision of classroom facilities (space, chairs, chalk board etc for the programme	3.54	High extent	3.39	Moderate extent
2	Curriculum content of entrepreneurial programme	3.42	Moderate extent	3.35	Moderate extent
3	Laboratory space and equipment for entrepreneurial programme	3.38	Moderate extent	3.19	Moderate extent
4	Books and library resources for entrepreneurship education	2.65	Moderate extent	3.14	Moderate extent
5	Trained and qualified lecturers to teach the entrepreneurship education courses	3.52	High extent	3.63	High extent
6	Use of practical internship and established entrepreneurs as resource person in the teaching of the courses	3.77	High extent	3.61	High extent
7	Commitment of lecturers to effective lesson preparation, delivery and evaluation	3.35	Moderate extent	3.34	Moderate extent
8	Seriousness of students to prompt and regular class attendance and participation	3.00	Moderate extent	3.15	Moderate extent
Aggregate Mean		3.33	Moderate extent	3.35	Moderate extent

Table 1 shows the weighted mean of the extent of implementation of entrepreneurship education in tertiary institutions. The evidence based on the means is that the implementation of entrepreneurship education in tertiary institutions has been achieved to a moderate extent. This is because the result in Table 1 shows moderate extent in six (6) and high extent only in two (2) areas for the two categories of respondents, with an aggregate mean falling within moderate rating.

The specific areas that have been implemented to a high extent are the availability of trained and qualified lecturers to teach entrepreneurship courses and the use of practical internship and established entrepreneurs as resource persons in the teaching of the courses. However, the areas that have been implemented to a moderate extent are provision of classroom facilities, curriculum content, laboratory space and equipment, books and library resources, commitment of lecturers and the seriousness of students to entrepreneurship education.

Research Question Two: What is the extent of development of entrepreneurship skills among undergraduates of tertiary institutions in Abia State as perceived by lecturers and students?

Table 2: Weighted Mean of Lecturers and Students' Perception of The Extent of Development of Entrepreneurship Skills Among Undergraduates in Tertiary Institutions.

S/N	Entrepreneurship Skills	Lecturers (N = 26)		Students (N = 299)	
		Mean	Remarks	Mean	Remarks
9.	Creativity and innovation	3.62	High extent	3.51	High extent
10.	Managerial skills (individual orientation, time management, financial prudence etc.)	3.27	Moderate extent	3.34	Moderate extent
11.	Technological skills	3.42	Moderate extent	3.25	Moderate extent
12.	Sales and marketing skills	3.30	Moderate extent	3.09	Moderate extent
13.	Risk taking skills	2.69	Moderate extent	3.09	Moderate extent
14.	Identification of opportunities skills	3.04	Moderate extent	3.40	Moderate extent
15.	Capacity building and motivational skills	3.46	Moderate extent	3.54	High extent
	Aggregate Mean	3.26	Moderate extent	3.32	Moderate extent

Table 2 shows the weighted mean of the extent to which entrepreneurship education has been able to develop entrepreneurial skills in undergraduate students who have participated in the programme. The evidence based on the mean for both lecturers and students' assessment is that entrepreneurship education has been able to develop entrepreneurship skills to a moderate extent. This is because the result in table 2 shows moderate extent in five (5) and high extent in two (2) skill areas for students' assessment and moderate in six (6) and high in one skill area for lecturers' assessment with an aggregate mean of 3.26 for lecturers and 3.32 for students, all of which falls within moderate rating.

The specific skills that have been developed to a high extent are creativity and innovation, capacity building and motivational skills while the skills that have been developed to a moderate extent are managerial skills, technological skills, risk taking skills and identification of opportunities skills.

Research Question Three: What are the challenges to the adequate implementation of entrepreneurship education in tertiary institutions as perceived by lecturers and student?

Table 3: Weighted Mean of Lecturers and Students' Perception of the Challenges to the Implementation of Entrepreneurship Education in Tertiary Institutions.

S/N	Implementation Challenges	Lecturers (N = 26)		Students (N = 299)	
		Means	Remarks	Mean	Remarks
25.	Inadequate classroom instructional space/facilities	2.73	Moderate extent	2.79	Moderate extent
26.	Inadequate laboratories and workshops	2.85	Moderate extent	2.71	Moderate extent
27.	Inadequate lecturers	2.27	Moderate extent	2.59	Moderate extent
28.	Inadequate time to cover programme content.	2.62	Moderate extent	2.42	low extent
29.	Lack of practical orientation	2.42	low extent	2.44	Low extent
30.	Lack of fund to support the engagement of practicing entrepreneurs as resource persons.	3.46	Moderate extent	3.20	Moderate extent
	Aggregate Mean	2.89	Moderate extent	2.69	Moderate extent

Table 3 shows the weighted mean perception of the challenges to the effective implementation of entrepreneurship education in tertiary institutions. The evidence based on the mean assessment of the lecturers and students are that the challenges to the effective implementation of entrepreneurship education in tertiary institutions are lack of funds and inadequate classroom instructional facilities, laboratories/workshops, lecturers and time to cover programme content. This is because the result in table 4.5 shows moderate extent of challenges, while lack of practical orientation is a low inhibitor.

Test of Hypotheses

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

Hypothesis 1: There is no significant difference between the mean perception of lecturers and students on the level of adequacy in the implementation of entrepreneurship education in tertiary institutions.

Table 1: Summary of Z-Test in the Differences between the Mean Perception of Lecturers and Lecturers on the Extent of Adequacy in the Implementation of Entrepreneurship Education in Tertiary Institutions.

SN	Categories	N	Mean	SD	z-value	2-tailed sig. value	Remarks
1	Lecturers	26	3.33	.39			Not Significant
2	Students	299	3.35	.38	-.290	.772	(P > 0.05) Ho not rejected

A z-test comparison of the mean perception of lectures (3.33) with that of students (3.35) has yielded a z value of -.290 which is significant at 2-tailed significant value of .772. Since this obtained significant value is higher than the alpha level of 0.05, the researcher concluded that the difference is not significant. Consequently, the null hypothesis is not rejected (see the mean, z value, 2-tailed significant value and remarks in table 4.6). This means that there is no significant difference between the mean assessment of lectures and students on the extent of adequacy in the implementation of entrepreneurship education in tertiary institutions.

Hypothesis 2: There is no significant difference between the mean perception of lecturers and students on the extent entrepreneurship skills have been developed in students who have been exposed to entrepreneurship education.

Table 2: Summary of z-test in Differences between the Mean Perception of Lecturers and Students on the Extent Entrepreneurship Skills have been Developed in Undergraduate students Exposed to Entrepreneurship Education.

SN	Categories	N	Mean	SD	z-value	2-tailed sig. value	Remarks
1	Lecturers	26	3.26	.36			Not Significant
2	Students	299	3.32	.36	-.798	.425	(P>0.05) Ho not rejected

A z-test comparison of the mean perception of lectures (3.26) with that of students (3.32) has yielded a z value of -.798 which is significant at a 2-tailed significant value of .425. This obtained significant value is higher than the alpha level of 0.05, meaning that the difference is not significant. Consequently the null hypothesis is not rejected (see the mean, z value, 2-tailed significant value and remarks in table 4.7). The researcher therefore concludes that there is no significant difference between the mean perception of lectures and students on the extent entrepreneurship skills has been developed in undergraduate students who have been exposed to entrepreneurship education in tertiary institutions.

Hypothesis 3: There is no significant difference between the mean perception of lecturers and students on challenges to the effective implementation of entrepreneurship education in tertiary institution.

Table 3: Summary of z-test of differences between the mean perception of lecturers and students on the challenges to the implementation of entrepreneurship education in tertiary institutions

SN	Categories	N	Mean	SD	z-value	2-tailed sig. value	Remarks
1	Lecturers	26	2.90	.35			Not Significant
2	Students	299	2.70	.53	1.857	.064	(P>0.05) Ho not rejected

In Table 3: a comparison of the mean perception of lectures (2.90) with that of students (2.70) has yielded a z-value of 1.857 which is significant at a 2-tailed significant value of .064. Since this obtained significant value is higher than the alpha level of 0.05, the researchers conclude that the difference is not significant. Consequently, the null hypothesis is not rejected (see the means, z-value, 2-tailed significant value and remarks in table 4.10). This means that there is no significant difference between the mean perception of lectures and students on the challenges to the effective implementation of entrepreneurship education in tertiary institutions.

Discussion of Findings

The implementation of entrepreneurship education in tertiary institutions.

The result of this survey has shown that the implementation of entrepreneurship education in public tertiary institutions has been achieved only to a moderate extent. This is because the provision of classroom facilities, comprehensive curriculum, books and library resources for the programme as well as commitment of lectures and seriousness of students towards the programme weighted moderately. However, availability of trained and qualified lecturers, and use of resource persons in teaching the programme is on a high extent. No significant difference existed between the mean perception of lecturers and students on the extent of implementation of entrepreneurship education in tertiary institutions.

Development of Entrepreneurship Skills Among Undergraduates of Tertiary Institutions

The second issue examined in this study is the extent of development of entrepreneurship skills among undergraduates of tertiary institutions. The result shows that tertiary institutions in Abia State have been able to achieve this mandate to a moderate extent. This is because the development of the skills of creativity and innovation, capacity building and motivational skills amongst the undergraduate is on a high extent, while skills like managerial, technological, sales and marketing, risk taking, identification of opportunities skills etc have been developed to a moderate extent, but with a moderate aggregate rating. The study did not find any significant difference between the mean perception of lecturers and students on the extent that entrepreneurship skills have been developed amongst undergraduate students who have been exposed to entrepreneurship education in their institutions.

Challenges to Effective Implementation of Entrepreneurship Education

In this study, the researcher found out that lack of funds, inadequate classroom facilities, inadequate laboratories/workshops, inadequate lecturers and time to cover programme content constitute moderate challenges to effective implementation of entrepreneurship education in tertiary institutions. The researcher found no significant difference between the mean perception of lecturers and students on the challenges to effective implementation of entrepreneurship education in tertiary institutions.

Conclusion

The prospect of achieving self reliance from graduates of tertiary institutions through the teaching of entrepreneurship education is still far ahead. This is because entrepreneurship education is yet to be adequately implemented in tertiary institution to prepare graduates for self employment because of inadequate funding, physical resources/infrastructure and adequate qualified manpower.

Recommendations

In view of the above, the researcher made some recommendations. Firstly, government at all levels should come up with tangible or concrete plans to equip entrepreneurship laboratories and workshops in tertiary institutions adequately. Government should also provide some incentives for students to encourage the study of entrepreneurship education, like starter packs, soft loans for small scale entrepreneurship. This will stimulate the interest of students in the study of entrepreneurship education.

Tertiary institutions should endeavor to employ only well trained and qualified entrepreneurship education teachers. The teachers should on a regular basis conduct simulation exercises on entrepreneurship education in order to stimulate the interest of students in entrepreneurship as well as develop their skills in entrepreneurship.

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