

Full Length Research

Assessment of Curriculum Content, Lecturers' Competency and Facilities on Realization of Objectives of Undergraduate Entrepreneurship Education in Nigeria

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The study assessed the curriculum content, lecturers' competency and facilities on realization of objectives of undergraduate entrepreneurship education in Nigeria. The study had three objectives and three hypotheses. A descriptive survey research design was used for the study. The study used the entire 180 final year business students from Federal universities in North-western Nigeria. The instrument for data collection was structured questionnaire. The instrument was administered using direct contact. Data collected was analyzed using Univariate analysis. The results of the study indicated among others that curriculum contents have no significant influence on the realization of the objectives of mandatory entrepreneurship education in Nigerian Universities. The researchers concluded that the objectives of the mandatory entrepreneurship education will not be realized if the situation remained unchanged. One recommendation made was that the curriculum content of the programme should be reviewed to meet up with the present challenges of graduate unemployment. This will go a long way in providing the students with requisite skills needed for self-employment after graduation

Keywords: Entrepreneurship curriculum content, Lecturers competency, teaching facilities, entrepreneurship education

INTRODUCTION

It has been more than a decade since Federal Government introduced mandatory entrepreneurship education in Nigerian Universities. The philosophy of the initiative is to empower students irrespective of their areas of academic specialization, with knowledge, skills and ideas that will enable them to engage in income yielding venture, if they are unable to find jobs in the public sector. To achieve the laudable objectives of the programme, the curriculum contents was structured and organized into a teaching sequence through adoption of practical such as observation, field

trips and active participation of learners in the class (Adamu and Mukthar, 2018). In addition, the programme was structured to be taught at 200 and 300 levels with each subject allocated 2 credit units.

Despite more than a decade of the introduction of entrepreneurship education in Nigerian Universities, the problem of unemployment is increasing. The report of National Bureau of Statistics (2017) indicated that unemployment is increasing in the country. The Economic Indicator Service Life Data revealed the increase rate of unemployment as seen in figure 1..



SOURCE: TRADINGECONOMICS.COM | NATIONAL BUREAU OF STATISTICS, NIGERIA

The chart shows that unemployment among youths has increased from 6.4% to 18.8% from January 2015 to July 2017. The foregoing statistical information is an indicator that the lofty idea inherent in mandatory entrepreneurship education is not yielding desired objectives, what is crystal clear is that unemployment is still ravaging among university graduates in the country. Olorundare and Kayode (2014), Onuma (2016) and Agbonlahor (2016) reported that rising graduate unemployment in the country is still worrisome.

This trend in unemployed universities graduates has resulted to some experts to question whether the NUC-tailored mandatory entrepreneurship education has been able to yield the desired objective of providing entrepreneurial skills in undergraduate students. Ekpiken and Ukpabio (2015) maintained that the National Universities Commission (NUC) has been lauded for the introduction of entrepreneurship education, but a lot still needs to be done, what is crystal clear is that there are issues ravaging the success of the initiative. Studies conducted by scholars such as Adebayo and Kolawole (2013), Dirk, Benson, and Bruce (2013) and Papadimitriou (2015) advocated a revision of entrepreneurship education curriculum content in universities to bridge the gap between theory and practice with particular emphasis on development of entrepreneurial intention. This is considered vital considering the fact that entrepreneurship education is a product of rising challenges, hence the curriculum content must be relevant to the current and anticipated needs of the society. Moses and Mosunmola (2014) noted that the

diversity nature of entrepreneurship demands that the contents of entrepreneurship education curriculum should be rich enough to contain all the topics that will help in developing students' entrepreneurial skills, attitudes and behaviours.

Similarly, competent lecturers count a lot in developing student's entrepreneurial skills. It is the competent lecturers that purposely direct the learning process. Hence, lecturer's competency is a unique factor that makes a difference in imparting entrepreneurial subject matter in an inspiring manner to develop entrepreneurial minded students who will meet the nations' economic goals (Matlay, 2005). However, the competencies of University lecturers to impart entrepreneurial skills to students have been criticized by experts. For example Uchenna, Edith and Precious (2015) observed that there are very few experts in the area of entrepreneurship in the country. The authors stressed that most of the available lecturers cannot encourage and direct students to venture into entrepreneurship. Study of Agbonlahor (2016) revealed that capacity of lecturers and instructors that anchor entrepreneurship education in most universities have been fingered as a reason for the poor quality delivery.

Teaching facilities are also essential for effective teaching delivery of entrepreneurship education. However, study of Agboola (2014) revealed that facilities for teaching and learning of entrepreneurship were inadequate. This is further affirmed by the study of Imeh (2015) who revealed that entrepreneurial training in Nigeria is fraught with inadequate training facilities. However, Aghonlahor (2016) stated that the

infrastructure needed to deliver quality and practical oriented EEd requires huge investment in capital. Considering the importance of teaching facilities in providing needed skills for students, gives concern for this study. It is based on the foregoing that the study was conducted to assess the curriculum content, lecturers' competency and facilities on the realization of objectives of undergraduate entrepreneurship education in Nigeria. The study specifically intended to: (1) ascertain the influence of curriculum contents on realization of the objectives of mandatory entrepreneurship education; (2) assess the influence of lecturers' competency on realization of the objectives of mandatory entrepreneurship education; and (3) determine the influence of facilities on realization of the objectives of mandatory entrepreneurship education.

Null Hypotheses

1. Curriculum contents has no significant influence on realization of the of mandatory entrepreneurship education.
2. Lecturers' competency has no significant influence on realization of the of mandatory entrepreneurship education.
3. Facilities has no significant influence on realization of the of mandatory entrepreneurship education.

Methodology

To address the research problem, the study adopted a descriptive survey research design. Descriptive survey according to Bryman and Bell (2015) entails the collection of data on more than one case and at a single point in time, in order to collect a body of quantitative or quantifiable data in connection with two or more variables that are then examined to detect patterns of association.

The population of the study comprised 180 final year business students who studied entrepreneurship education at various levels from Federal universities in North-western Nigeria. The entire population was used for the study because it was considered relatively small and manageable; hence Total Population Sampling technique was adopted. This is in line with Crossman (2018) who stated that the entire population should be used when it is manageable. Etikan, Musa and Alkassim (2016) described TPS as a technique where the entire population meet the criteria (e.g. specific skill set, experience, etc.) and are included in the research being conducted. Based on the forgoing, there was no sampling and sampling technique for the study.

A self-constructed structured questionnaire was the instrument used for collection of data. The instrument was validated by experts and their inputs with reference to appropriateness, wordings, clarity, spellings and grammar were incorporated into the final

copy of the questionnaire used for data collection. The instrument was pilot tested outside the study area. Data collected from pilot test were analyzed using Cronbach Alpha and a reliability coefficient of 0.79 was obtained from the pilot survey. The instrument was considered reliable based on the suggestion of Uzosike (2008) who opined that, the average value of correlation co-efficient should not be less than 0.65.

The instrument was administered by the researcher assisted by research assistants. Out of 186 copies of questionnaire distributed, 180 (97.8%) copies were properly completed and returned. The questionnaire were coded into Statistical Packages of Social Science version 23. The package was used to run Univariate analysis which was used to test the hypotheses at the significant level of 0.05..

RESULTS

HO1 Curriculum contents has no significant influence on realization of the of mandatory entrepreneurship education.

The Univariate analysis used to test null hypothesis revealed the $F/4, .300$ and the $P=.878$. The p-value obtained is greater than the level of significance ($.878 > 0.05$). The result indicated that curriculum contents have no significant influence on the realization of the objectives of mandatory entrepreneurship education in Nigerian Universities. The hypothesis is therefore retained. By implication, the current curriculum contents of the entrepreneurship education will not provide students with skills, knowledge and understanding needed for self-reliance.

HO2 Lecturers' competency has no significant influence on realization of the of mandatory entrepreneurship education.

The analysis of data in table 1 which is used to determine null hypothesis two revealed that $F/2, 22.777$ and p-value stood at $.000$. The obtained p-value ($.000$) was less than the level of significance (0.05). The result suggested that lecturers' competency has influence on realization of the of mandatory entrepreneurship education. The hypothesis was therefore rejected. By implication, the lecturers have skills and knowledge for teaching the mandatory entrepreneurship education.

HO3 Facilities has no significant influence on realization of the of mandatory entrepreneurship education.

The result of null hypothesis 3 from table 1 revealed $F/2, .699$ with the p-value of $.498$. The p-value was greater than the level of significance ($.498 > 0.05$). The obtained p-value suggested that the available facilities

significantly have influence on realization of the mandatory entrepreneurship education. The hypothesis was therefore retained. The implication is that the available facilities will hamper the

implementation of the curriculum which will go a long way to affect the realization of the laudable objectives of entrepreneurship education in the Nigerian universities.

Table 1: Analysis of Curriculum, Lecturers Competency and Facilities on realization of objectives of undergraduate entrepreneurship education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	109.178 ^a	17	6.422	17.628	.000
Intercept	176.165	1	176.165	483.531	.000
1. Curriculum contents	.437	4	.109	.300	.878
2. Teachers competency	16.597	2	8.298	22.777	.000
2. Facilities	.510	2	.255	.699	.498
1 * 2	.215	1	.215	.590	.444
1 * 3	1.032	2	.516	1.416	.246
2 * 3	.107	1	.107	.295	.588
1 * 2 * 3	.000	0	.	.	.
Error	59.022	162	.364		
Total	1354.000	180			
Corrected Total	168.200	179			

a. R Squared = .649 (Adjusted R Squared = .612)

DISCUSSION OF FINDINGS

The result null hypothesis one showed that curriculum contents have no significant influence on the realization of the objectives of mandatory Entrepreneurship Education in Nigerian Universities. The finding was in tandem with the study of Jacob, (2015) who reported that the problem of unemployment especially among graduates of tertiary institutions can be attributed to many factors such as disconnection between the curriculum content and the needs of the industries in Nigeria, The result of the study of Papadimitriou (2017) revealed that entrepreneurial curriculum contents were insignificant in influencing the commitment of business students to pursue a self-employed career which is considered adverse to the entrepreneurial development of university students. The result of earlier research by Bilic, Prka and Vidovic (2011) showed that there is a low correlation between the entrepreneurship curriculum and the entrepreneurial orientation of students at graduation. This also confirms the study of Caloghirou, Protogerou and Deligianni (2013) which showed that an entrepreneurship curriculum content that does not motivate entrepreneurial actions and real life simulations of the process of entrepreneurship will negate the drive and commitment of young graduates in terms of setting up entrepreneurial. The result of null hypothesis two revealed that

lecturers' competency has influence on realization of the mandatory entrepreneurship education. The result of the study is contrary to the earlier finding of Enu (2012). The result of his study showed that the capacity of lecturers and instructors that anchors entrepreneurship education in most universities have been fingered as a reason for the poor quality delivery. The study of Zhuo and Haixia (2012) further buttressed that, the majority of entrepreneurship instructors in Nigeria are from traditional disciplines such as economics or business administration. Chinonye and Akinbode (2014) noted that insufficient skilled manpower is a serious challenge to entrepreneurship education in Nigerian universities. Reaffirming this statement Nwambam, Nnennaya and Nwankpu (2018b) stated that teachers with requisite training are not adequate for the teaching of entrepreneurial studies in universities. In the same vain Amadi and Eze(2019) suggested that Nigerian Universities do not have adequate and high level manpower for effective teaching and learning of entrepreneurship education in the country. They continued by stating that available teachers were drafted from the existing faculties and have not got additional skills to cope with the challenges of the new curriculum. The result from null hypothesis three showed that available facilities have no significant influence on the

realization of the mandatory entrepreneurship education. The result of the study was in agreement with the study of Amadi and Eze (2019) which revealed schools have inadequate facilities on the effective implementation of entrepreneurial education. In the same vein, the study also confirms the assertion of Atakpa (2016) that deplorable or complete absence of infrastructural facilities has contributed to the poor development of entrepreneurship education in tertiary institutions in Nigeria. This result implies that there are inadequate facilities for the implementation of entrepreneurship education in tertiary institutions. The finding was also in agreement with earlier study of Akpomi (2009); Nwosu and Ohia (2009); Brown (2012); Offorma, Egbe and Eze (2012). Their studies revealed that inadequate facilities and equipment for teaching and learning in practical-related courses was the reason why entrepreneurship education has not been able to record a significant impact in Nigeria industrialization drive and reduction of youth unemployment

Conclusion and recommendations

Considering the results of findings of this study, the conclusion drawn was that curriculum content, lecturers competency and teaching facilitates have influence on the realization of the objectives of the mandatory entrepreneurship education of providing undergraduates students with requisite skills for self-employment. By implication, if the situations remain unchanged, the laudable objectives of entrepreneurship education will not be achieved. It was recommended that, the curriculum content of the programme should be reviewed to meet up with the present challenges of graduate unemployment in the country. Similarly, adequate teaching facilities should be provided in order for the programme to achieve its laudable objectives.

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