



# Assessment of the Extent of Implementation of Entrepreneurship Education in Universities in Rivers State

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## ABSTRACT

The study assessed the extent of implementation of entrepreneurship education in universities in Rivers State. Five research questions and five null hypotheses guided the study. Descriptive research design was employed for the study with a population of 12,095 students from Universities in Rivers State namely Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), and University of Port Harcourt (UP). Random sampling technique was adopted for the study. Instrument titled Assessment of Implementation of Entrepreneurship Education was administered to students. To test the reliability of the instrument Cronbach Alpha Analysis was used and it yielded an internal consistency of 0.81. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. Findings revealed that the quality of the course content in the study of Entrepreneurship Education helped students in the practice of Entrepreneurial activities, students are motivated in the study of entrepreneurship education due to the positive attitude they developed in their study, it was further revealed that learning facilities had not been provided adequately due to challenges of funds in the universities and also, staff quality for the implementation of Entrepreneurship Education is still below expectation. Based on the findings it was recommended amongst others that government and institutions of learning should be able to provide funds to make available the needed resources to aid learning facilities for the implementation of Entrepreneurship Education to boost the field of study in both State and Federal universities in Rivers State.

**Keywords:** Entrepreneurship Education, course content,

## INTRODUCTION

Entrepreneurs are the engine that runs the economy of any nation; when they are privileged to be educated they become better positioned to contribute in the expansion and advancement of the economy (Amaewhule, 2014)). Entrepreneurship Education increases employment productivity and also it can be used for wealth creation if fully implemented in our educational institutions.

In Nigeria, the rate of unemployment is on the increase because graduates are produced yearly from universities, polytechnics and colleges of education in their thousands. These graduates who are turned into the labour market yearly are expecting the government to provide jobs for them, but this seems not to be feasible (Wobo 2018).

An investigation carried out by the Federal Ministry of Education from 2005-2010 revealed that seventy-one percent (71%) of students who graduate from Nigerian universities and other forms of tertiary institutions are jobless (Ikibo, 2018). The unemployment rate in Nigeria rose from 10.4 percent in 2015 to 14.2 percent in 2016. This percentage showed that unemployment rose from 3.5 million to 11.549 million while the labour force rose from 4.194 million to 81.151 million (Trading Economics.com, 2017).

The Federal and State Government have seen and recognized that unemployment and poverty among the youths and graduates constitute problems to the society. Governments at all levels both past and present have mapped out several social, economic and educational strategies to tackle this problem. One of the

most recent initiatives is the National Economic Empowerment and Development Strategies (NEEDS) 2004 plan. It is part of the strategies for wealth creation, employment generation and to reduce poverty. One of the policy recommendations is that courses should be provided in colleges that can build entrepreneurial skills (National University Commission 2014).

Ahiau, (2010) stated that higher education curricula in Nigeria lacked contents to deliberately develop values, attitude and skills that enable graduates to nurture their entrepreneurial abilities to realize entrepreneurship opportunities around them. By implication, the prevailing unemployment among graduates despite the teaching of Entrepreneurship Education could be attributed to teachers, use of teaching and assessment methods which do not promote students acquisition and use of entrepreneurial competencies for self-employment. Entrepreneurship Education creates knowledge and skills and also makes vital contributions to economic growth. Entrepreneurship Education is an inevitable strategy for inculcating entrepreneurial culture in any nation; it creates employment and transforms communities to enhance national economic development if fully implemented (Mkala and Wanjau, 2013). According to Ogbonnaya (2010) Implementation of any policy or objectives can only take place if all instrumental activities are being carried out in a strategically planned environment. In other words, workshops and adequate facilities should be in place for the successful implementation of Entrepreneurship Education. This is to say that the implementation of Entrepreneurship Education cannot be successful without effective planning, provision for adequate funding, availability of physical facilities, quality of course content and availability of trained and competent personnel or lecturers which will also play a major role in reducing unemployment among graduates.

The unemployment rate to a large extent is blamed on the curriculum of tertiary institutions. The curriculum has laid more emphasis on theoretically based knowledge than on practical. The rate of unemployment may also be blamed on the wrong choice of study made by some students, lack of quality education and high expectation from students (Basse, 2011).

Government in its own effort to reduce unemployment in Nigeria has devised some measures, one of which has put in place Entrepreneurship Education. Most of the developed countries in the world today got to such an enviable level through investment in Entrepreneurship. China which is ranked among the world's richest countries today was at the same level with Nigeria but Entrepreneurship Education has catapulted the Chinese economy to the height it has attained today (Amaewhule, 2014). For Nigeria to come out from unemployment, it must take Entrepreneurship Education seriously.

However, the Federal Government of Nigeria through the National University Commission (NUC) mandated universities to teach Entrepreneurship as a core course in Universities to all undergraduate students. Minister of Education ordered that the acquisition of skills in specific trade should be added to the General Studies Curriculum document (National Policy on Education 2014). According to Chiedozi (2012), the objectives of Entrepreneurship Education as stated in the Basic Minimum Academic Standard (BMAS) document are as follows: To provide graduates with necessary skills that will enable them become self-reliant, to enable students identify and exploit local and global opportunities, to enable students discover their abilities so they can live a meaningful life, equipping students with tools to nurture new and existing business thereby contributing to economic development, to foster entrepreneurship knowledge in students through Entrepreneurship Education, to develop entrepreneurship spirit among students and to equip students with analytical skills in handling negotiations, conflicts, marketing, leadership, finances and solving problems. These objectives promised to reduce unemployment to its barest minimum if only they will be achieved of the set goal (Amadi Adeg & 2012).

Entrepreneurship Education is a sure way to wealth creation and sustainability therefore, it must be taken seriously. The term Entrepreneurship simply means the process of seeing opportunities and the ability to harness such opportunities to create profitable ventures. Ogundele, Akingbade and Akinlabi (2012) see Entrepreneurship Education as the development of entrepreneurial skills and the application of such skills to effectively and efficiently manage businesses that will be distinct from others and allowing such skills to function well. When graduates from different higher institutions of learning; be it universities, polytechnics, or colleges of education are equipped with entrepreneurial skills they will be able to help themselves. Entrepreneurial skills will not only help a graduate to be self-employed but he or she can

employ others too. But looking at the level of unemployment in the country presently and how important Entrepreneurship Education is to self-employment, the researcher has decided to investigate how it is being implemented especially in the universities in Rivers State.

### **Statement of the Problem**

As the growing population of youths and high rate of unemployment keep increasing in Nigeria, there are also concerted efforts from the Federal and State Governments to create laudable programmes in curtailing the high rate of unemployment among the youths, but these efforts seem to be like exercise in futility. The Federal Government of Nigeria at different times and at various administrations has attempted to curb the high rate of unemployment through the introduction of different schemes and programmes in making the unemployed youths to be self-reliant. Prominent among these intervention programmes are the establishment of National Directorate of Employment (NDE) with emphasis on skill acquisition programmes, the establishment of National Poverty Eradication Programme (NAPEP) in 2002, targeted at reducing poverty through, vocational training programme for youths and creation of employment opportunities (Odeh & Okoye, 2014). Skills and technical knowledge moreover its targeted at making unemployed graduates become self-employed and have business creation capacity (Adejo, 2010; Agbrin, Oriarewo & Owocho, 2013). Despite all efforts made by the State and Federal Government in promoting Entrepreneurship Education in universities in Rivers State, the programme has not yielded positive results. On this note, the present study intended to bridge a gap in the quality of course content, quality of staff, availability of physical facilities, student rating and funding challenges in making sure that Entrepreneurship Education, assessment and implementation becomes a laudable programme at the universities in Rivers State.

### **Purpose of the Study**

The purpose of this study is to ascertain the extent of implementation of Entrepreneurship Education in Universities in Rivers State. Specifically, the objectives are to:

1. Ascertain the quality of the course content in the implementation of Entrepreneurship Education in universities in Rivers State.
2. Ascertain the students' attitude towards implementation of Entrepreneurship Education in universities in Rivers State

### **Research Questions**

1. To what extent does the quality of the course content enhance the implementation of Entrepreneurship Education in universities in Rivers State?
2. To what extent does the students' attitude enhance the implementation of Entrepreneurship Education in universities in Rivers State?

### **Hypotheses**

The study is guided by the following hypotheses at 0.05 level of significance:

1. There is no significant difference in the mean rating of students of State and Federal universities regarding the quality of course content for implementation of Entrepreneurship Education.
2. There is no significant difference in the mean rating of students of State and Federal universities on students' attitude regarding the implementation of the Entrepreneurship Education.

### **METHODS**

This study adopted a descriptive survey research design. The adoption of the descriptive survey research design was appropriate because the study involves collection of data from respondents on the Assessment of the extent of Implementation of Entrepreneurship Education in Universities in Rivers State, and presenting it as it is without manipulation. The area focused in the course of this study, comprises the three universities in Rivers State, namely Rivers State University, University of Port Harcourt and Ignatius Ajuru University of Education, where Entrepreneurship Education is taught and learned. The population of this study consists of students in 300 level offering Entrepreneurship Education in the Federal and State universities in Rivers State. Records obtained from Centres for Entrepreneurship Education (CEE) in each of the institutions showed that there are 12,095 students offering

Entrepreneurship Education in Faculty of Management Sciences, Business Education and Business Studies. 2018/2019 session this served as the population of the study.

The random sampling technique was used while Taro Yamane formula for sample size determination was used to arrive at a sample size of 387 students. Instrument for data collection, titled “Assessment of the extent of Implementation of Entrepreneurship Education Questionnaire for Students (AEIEEQS) was used for data collection. Out of 387 copies despatched only 347 retrieved was used for data analysis. The descriptive statistics such as the mean ( $\bar{x}$ ) and standard deviation (Std) was used to answer the research questions while the z-test was used to test the hypothesis at 0.05 level of significance.

**Research Question 1**

*To what extent does the quality of the course content enhance the implementation of Entrepreneurship Education in universities in Rivers State?*

**Table1: Mean and Standard Deviation on the Quality of Course Content for the Implementation of Entrepreneurship Education in Universities in Rivers State.**

S/N	ITEMS	Students of State Universities N=220			Students of Federal University N = 127		
		( $\bar{x}$ )	SD	Remark	( $\bar{x}$ )	SD	Remark
1.	Entrepreneurship course content creates better understanding about business and its achievement	3.45	0.84	Great Extent	3.44	0.86	Great Extent
2.	Entrepreneurship course content developed entrepreneurial knowledge and skills	3.57	0.72	V.Great Extent	3.55	0.78	V.Great Extent
3.	The course content raised interest towards Entrepreneurship Education	3.16	0.60	Great Extent	3.12	0.87	Great Extent
4.	Entrepreneurship course taught to deal with ambiguity in the real world	3.27	0.86	Great Extent	3.01	0.86	Great Extent
5.	Entrepreneurship course content provide teaching method and opportunity to learn by doing	3.20	0.82	Great Extent	2.77	0.91	Great Extent
6.	The students are highly interested in Entrepreneurship Education through the course content	3.14	0.86	Great Extent	3.02	0.81	Great Extent
7.	Entrepreneurship Education through the course content provides new method of teaching and learning	3.03	0.81	Great Extent	3.02	0.74	Great Extent
8.	Entrepreneurship Education provides adequate knowledge in identifying business opportunities	3.02	0.81	Great Extent	2.94	0.78	Great Extent
9.	Entrepreneurship Education inculcate the spirit of perseverance in any business one embarks on	2.64	0.98	Great Extent	2.57	0.82	Great Extent
10.	Entrepreneurship Education course content is designed to fit in at all field of study in the university	2.95	0.83	Great Extent	2.89	0.83	Great Extent
<b>Total mean/SD</b>		<b>31.43</b>	<b>8.17</b>		<b>30.33</b>	<b>8.26</b>	
<b>Grand mean/SD</b>		<b>3.14</b>	<b>0.82</b>		<b>3.03</b>	<b>0.83</b>	

Source: Field survey (2019)

Data on Table 1 showed that quality of the course content for the implementation of Entrepreneurship Education is of great extent. This is evident in the mean responses of the respondents. Item by item analysis revealed that is the respondents agreed that Entrepreneurship Education course content create better understanding about business with a mean scores (students of state universities 3.45 and students in federal university 3.44), course content developed entrepreneurship knowledge and skills with a mean scores (Students of State universities 3.57 and students of Federal university 3.55), raises interest towards Entrepreneurship Education with mean scores of (Students of State universities 3.16 and Students of Federal University 3.12), taught to deal with ambiguity with mean scores of (Students of State Universities 3.27 and Students of Federal Universities 3.01), provide teaching method and opportunity to learn with mean scores (Student of State Universities 3.20 and Student of Federal University students 2.77), Students highly interested due to the course content with mean scores (Students of State Universities 3.14 and students of federal university 3.02), provides new method of teaching and learning with mean scores (Students of State Universities 3.03 and Students of Federal University 3.02), Provide adequate knowledge in identifying business opportunities with mean scores (Students of State Universities 3.02 and Students of Federal University 2.94), inculcate the spirit of perseverance with mean scores (Students of State Universities 2.64 and Student of Federal University 2.57) and designed to fit in at all field of study in the university with mean scores (Students of State Universities 2.95 and Students of Federal University 2.89).

This is evident in the grand mean scores of 3.14 and 3.03 and standard deviation of 0.82 and 0.83 respectively for the students of state and federal universities in Rivers State.

**Research Question 2**

*To what extent does the student's attitude enhance the implementation of Entrepreneurship Education in universities in Rivers State?*

**Table 2: Mean and Standard Deviation on Students Attitude towards Implementation of Entrepreneurship Education in Universities in Rivers State.**

S/N	Items	Students of State Universities N = 220			Students of Federal University N = 127		
		( $\bar{x}$ )	SD	Remark	( $\bar{x}$ )	SD	Remark
11.	The Knowledge acquired through Entrepreneurship Education is enough for students to put into practice	2.82	0.89	Great Extent.	2.77	0.83	Great Extent
12.	Students are satisfied with the skills, aptitudes and capacities provided to them through Entrepreneurship Education	2.98	0.78	Great Extent	2.79	0.85	Great Extent
13.	Entrepreneurship Education are helpful in student area of specialization	3.23	0.85	Great Extent	3.16	0.93	Great Extent
14.	Entrepreneurial skills acquired through Entrepreneurship Education will help in establishing personal business outfit	3.30	0.96	Great Extent	3.08	1.10	Great Extent
15.	Students are highly motivated after undertaking entrepreneurial classes and workshop	3.18	0.79	Great Extent	2.81	0.95	Great Extent
<b>Total mean/ SD</b>		<b>15.51</b>	<b>4.27</b>		<b>14.61</b>	<b>4.68</b>	
<b>Grand mean/SD</b>		<b>3.10</b>	<b>0.85</b>		<b>2.92</b>	<b>0.94</b>	

Source: Field Survey (2019)

Data on Table 2 showed that the mean rating on student’s attitude towards implementation of Entrepreneurship Education in universities in Rivers State is of great extent. This is as a result of the mean responses of students in state and federal universities in Rivers State as shown in items 11, 12, 13, 14, and 15. That is the respondents agreed that the knowledge acquired through Entrepreneurship Education is enough for students to put to practice with mean scores (Students of State universities 2.82 and Students of Federal University 2.77), Satisfied with the skills, aptitude and capacities provided in Entrepreneurship Education with mean scores (Students of State Universities 3.23 and Students of Federal University 3.16), help in establishing personal business outfit with mean score (Students of State Universities 3.30 and Students of Federal University 3.18) and highly motivated after undertaking entrepreneurial courses with mean scores (Students of State Universities 3.18 and Students of Federal University 2.81).

This is evident in the ground mean scores of 3.18 and 2.92 and standard deviation of 0.85 and 0.93 respectively for the state and federal schools’ students.

**Hypotheses**

The hypotheses were tested as postulated in chapter one, as thus;

**Hypothesis 1:** There is no significant difference in the mean rating of students of state universities and federal universities on the quality of course content for implementation of entrepreneurship education in universities in Rivers State.

**Table 3: z-test of Difference between State and Federal University Students in Universities in Rivers State on the Quality of Course content for Implementation of Entrepreneurship Education.**

Respondents	N	( $\bar{x}$ )	S.D	Df	z-cal	z-crit	Decision
Student in State Universities	220	3.14	0.82	345	1.19	1.98	Accepted
Student in Federal University	127	3.03	0.83				

Source: Field Survey (2019)

The data in Table 3 showed z-calculated value of 1.19 at degree of freedom 345 and 0.05 level of significance. Since the calculated z-value of 1.19 is less than the z-critical value of 1.98, the null hypothesis was accepted. This implies that the hypothesis of no significant difference in the mean responses of Students of State Universities and Students of Federal University in Rivers State on the quality of course content for implementation of Entrepreneurship Education was retained.

**Hypothesis 2:** There is no significant difference in the mean rating of Students of State University and Federal University on the Students attitude for the implementation of Entrepreneurship Education in Universities in Rivers State.

**Table 4: z-test of Difference between State and Federal University Students in Universities in Rivers State on the students’ attitude for the Implementation of Entrepreneurship Education.**

Respondents	N	( $\bar{x}$ )	S.D	Df	z-cal	z-crit	Decision
Student in State Universities	220	3.10	0.85	345	1.79	1.98	Accepted
Student in Federal University	127	2.92	0.94				

Source: Field Survey (2019)

The data in Table 4 showed z-calculated value of 1.79 at degree of freedom 345 and 0.05 level of significance. Since the calculated z-value of 1.79 is less than the z-critical value of 1.98, the null hypothesis was accepted. This implies that the hypothesis of no significant difference in the mean

responses of Students of State Universities and Federal University in Rivers State on the student's attitude for the implementation of Entrepreneurship Education was retained.

### Summary of Major Findings

The finding to this study was summarized base on the research questions raised, the hypotheses formulated and analysis of the data obtained as follows:

1. The quality of the course content for the implementation of Entrepreneurship Education is of great extent as shown in the data analyzed from the research question one.
2. The students' attitude towards implementation of Entrepreneurship Education is of great extent as shown in the data collated from the research question two.

### RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Business Education departments in universities in Rivers State should maintain the use of the quality of course content for the study of Entrepreneurship Education in all levels of study to enable them to continue to achieve the practice of entrepreneurial activities.
2. Federal and State Government should create more effective policies to back up the implementation of entrepreneurship education courses so as to improve the attitude of students towards entrepreneurship education in universities.

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