



An Assessment Of The Availability Of Instructional Facilities On Implementation Of Entrepreneurship Education Programme On Promotion Of Self-Employment Among Business Education Post Graduates In Universities

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ABSTRACT

The study looked at the availability of instructional facilities on implementation of entrepreneurship education programme on promotion of self-employment among business education post graduates in universities. Two research questions and hypotheses was used in the study. The study adopted a descriptive research survey design. The population of the study comprises of 72 business education lecturers and 200 postgraduate students in both States and Federal Government Universities in the South-South Geopolitical Zone. As a result of the small population size and to get effective response from various universities in the South-South region of Nigeria, the population n of 272 (census study) of 72 business education lecturers and 200 business education post graduate students were used as sample for the study. The instrument that was used for this study was a self-constructed questionnaire titled “Implementation of Entrepreneurship Education on Promotion of Self-employment of Business Education Graduates Questionnaire (IEEPSBEGQ)”. The pre-test and post-test scores were correlated using Pearson Product Moment Correlation Co-efficient (r) statistic and reliability co-efficient of 0.79 was obtained which indicated that the instrument was reliable for the study. The data collected from the respondents were analyzed using mean and standard deviation. The null hypotheses formulated were tested at 0.05 level of significance using z-test statistical tool. Findings in Table 2 revealed that entrepreneurship education programme access funds through various forms and bodies such as Petroleum Special Trust Fund for effective implementation of the programme, financial support through Tax Fund, grants to train facilitators for effective delivery of entrepreneurship education, donation from host communities for purchase of relevant materials to enhance skill development of students and endowment from external aids channeled to equip entrepreneurship education programme. From table 4 the study revealed that infrastructural facilities that are provided for the implementation of entrepreneurship education for promotion of self-employment include well equipped entrepreneurship laboratory, workshop to enhance students’ skills, adequate electronic library to encourage students’ online learning and entrepreneurship seminar-room blocks. Based on the findings and the conclusions it was recommended amongst others that government at all levels should endeavor to provide fund for the implementation of entrepreneurship education and ensure all funds provided are judiciously utilized to achieve the stated objectives.

Keywords: Instructional Facilities, Entrepreneurship Education, Self-Employment & Business Education

INTRODUCTION

Entrepreneurship evokes several images and meaning, some of which are quite esoteric. The concept and scope of entrepreneurship could be understood by the definition of entrepreneur. According to Ehighebolo (2012) an entrepreneur is a person who always searches for change, responds to it and exploits it as an opportunity. Ehighebolo also stated that empowering young people to become self-employed helps them escape the trap of poverty and become active contributors in the development of an economy. It is therefore imperative that prospective entrepreneurs know how enterprises can be established in Nigeria. Okenwa (2009) also defines "Entrepreneur as an agent (individual or collective) who champions a novel combination of productive resources as well as means of achieving an economic end". According to Akpan, (2012) the role of entrepreneur has clear boundaries. According to him, the entrepreneur-allocates and re-combines our factors of production; articulates commercial goals of the project, identifies and solicits the necessary resources, co-ordinates their uses and, assumes responsibility for the ultimate success of the project.

Entrepreneurs' roles were identified and described as follows: Entrepreneur is an individual who perceives needs, conceives goods and services to satisfy the needs, organizes the factors of production and creates and markets the products. Orok (2011) defined entrepreneurs as people who perceive profitable opportunities, who are willing to take risks in pursuing them, and have the ability to organize a business. Entrepreneur is therefore an innovative individual (employee) who turns an existing idea into a profitable reality. Instead of performing the roles of an entrepreneur, as an independent unit for private economic gains, the entrepreneur, performs the same roles within an existing large organization to enhance the competitiveness and profitability of the organization. Corporate entrepreneur is a person (or a team of persons) in an existing corporation who examines potential new market opportunities; obtain resources to meet attractive opportunities and initiates production and sales (Onoriode & Ajiri, 2012).

The process of performing the roles of an entrepreneur is called entrepreneurship. According to Okiti-Okagbare, (2006), entrepreneurship is the process of creating value by pulling together a unique package of resources to exploit an opportunity. It is also defined as the willingness and ability of an individual (or group of individuals) to seek out investment opportunities, especially through innovation, establish and run the enterprise successfully). There are many definitions of entrepreneurship but the central ideas of the concept incorporate risk, uncertainty, innovation perception and change. Entrepreneurship involves perception and identification of business opportunities, that is, the identification of the needs that are not currently being satisfied or inadequately satisfied, judgmental decisions as to the opportunities to invest in, decisions on the location of the enterprise, and form of the enterprise, selection and acquisition of key resources, innovations which involve an opportunity for developing new products, new technologies, or the modification and adaptation of existing technology, risk bearing for all insurable risks, and management of the on-going enterprise (John, 2007).

Entrepreneurship is a way of life, a pattern of behaviours which enables people to cope with the vicissitude of business life (Okiti-Okagbare, 2006). Entrepreneurship development assumes that through the process of learning, these characteristics or pattern of behaviours can be acquired by anyone who is adequately motivated. Individuals or students can learn to deal with socio-cultural constraints and inhibitions prevalent in growing economies. Students can be trained also on how to establish and maintain effective relationship with financial institutions, suppliers, government agencies and other critical institutions upon which entrepreneurs depend on for information, guidance, and inputs.

Entrepreneurial development may be conceived as a programme of activities designed to enhance the knowledge and abilities of individuals and groups to enable them effectively assume the role of entrepreneurs as well as efforts to remove all forms of barriers in the path of entrepreneurs (Okenwa 2009). Entrepreneurship development is anchored on the firm belief that entrepreneurship involves knowledge, skills and attitudes which can be learned and applied by most people or students who are sufficiently motivated. In contrast to the idea that entrepreneurs are born, entrepreneurship development

recognizes that individuals or students have latent potential to fit into the role of entrepreneurs. Such potentials can be actualized through education and training programmes. Potential entrepreneurs can be trained to sharpen their skills in entrepreneurial training centres while in school.

According to Agoha (2011), entrepreneurial education is an aspect of education that is aimed at developing in students, skills, ideas and managerial abilities necessary for personal development. Entrepreneurship education is a programme of human resource development: its relevance is enhanced in the Federal Republic of Nigeria (2013) which emphasis' share responsibility for the common good of self and society through the acquisition of competencies necessary for self reliance. Entrepreneurship education and training is aimed at producing men and women who are self-reliant and self-sufficient', who are able to provide jobs for others. This can lead to economic readjustment and redistribution of wealth and related social studies. Entrepreneurship training specially emphasizes the learning of routine and programme behavior that can be applied immediately, training is learning that is related to the present job. Beyond the scope of training is the concept of preparation. Thus, entrepreneurial preparation goes beyond training and education. It involves a process of human capacity building through formal and informal training work and inculcates entrepreneurial basic skills such as financial skills, technical skills, creative skills, managerial skills, intellectual skills, marketing skills, communication and technological skills among others.

Esene (2010) opined that entrepreneurship skills development is an interrelated process of human resource development that is aimed at providing continuous manner and appropriate skills to a pool of entrepreneurial resource of the economy so as to ensure continuous availability of wealth creators and enterprise builders. Skill development refers to the individual ability to perform specific tasks or assignments successfully after training. It is this training that leads to development and provides the entrepreneur with learning experiences designed to enhance their individual contributions. It is the responsibility of the schools or teachers to inculcate the knowledge, skills and attitudes into students required, to become entrepreneur while they are still in school and after school. Educational Trust Fund (2004)is of the opinion that Entrepreneurial skills, education, training, mentoring and work experiences need to be integrated into the curriculum of higher institutions; not restricting it to only specialized faculties/departments. This is because entrepreneurial skill is needed by the lawyer, engineer, medical doctor, architect, surveyor and other professionals.

The idea of entrepreneurship is not a new development in the business and industrial delivery system of our country. It has existed in Nigeria before the coming of the colonial masters. This is so because there was no paid employment prior to the era of colonization. Entrepreneurship, according to Okenwa (2009) is simply the willingness and ability of an individual to seek out investment opportunities, establish and run an enterprise successfully. It is associated with different kinds of activities that have to do with the establishment and operation of business enterprise. Such activities may include identification of investment opportunities, deciding what opportunities to exploit for profit, promotion and establishment of business enterprise. Others are pooling of various scarce resources together for production and distribution of goods and services, organizing and management of the human and material resources for the attainment of the objectives of their enterprise, risk bearing, and innovation.

There is need to develop employability and entrepreneurship skills through the universities, to prepare graduates to meet the needs and aspirations of the society. Ubulom, Enyeket and Egwu (2010) observed that entrepreneurial skills are simple business skills, which an individual acquires to enable him function effectively in the turbulent business environment. Much as long as the modern economy demands possession of necessary useable skills and competencies to face the challenges of employability, there is great need for manpower development towards meeting the needs for employability and self-reliant skills among the masses of Nigerian citizens. This study intends to highlight how business education can be programmed to inculcate employable skills and competencies required by its products to enable them have the skills and competences required for the performance of basic business jobs and to apply the various business concepts required in real life situation. There is the need for manpower development

because the high rate of unemployment has been attributed to lack of skills and competence required in the world of work even if they are self employed. Ifeanacho and Ifeanacho (2014) opined that one of the main causes of unemployment among school leavers is lack of trained/half baked and unemployable skills. Many unemployed do not possess the necessary skills and competencies which the modern economy demands. Hence we are faced with critical shortage of competent applicants and burdensome surpluses of unemployable manpower. This shows the great need for manpower development towards meeting the needs for employable skills among the masses of Nigeria citizens. This gave rise to the need for business education students at all levels to be properly trained for job market. The need for business education graduates students to acquire the necessary useable and entrepreneurial skills in order to fit into the Nigeria labour market has become an issue of serious concern and challenge to business Educators. The fact that employers of labour in Nigeria are faced with very many applicants, whereas in reality only few job opportunities exist, seems to render graduates of business education jobless due to the current trends in computer technology and automation innovations which have posed serious challenges to graduates of business education. Having recognized these facts as well as the objectives of business education, this study is therefore carried out to examine the need for the development of useable and entrepreneurial skills through business education. This will assist the beneficiaries of business education to acquire the needed knowledge, understanding, attitudes and practical skills in order to be practically enterprising, employable and self-reliant. This skills, the study suggests could be developed through well designed business education programs and curriculum if well designed and implemented.

Statement of the Problem

The difficulty of getting substantive job in Nigeria after graduation from school is problematic. This is evident as a large numbers of graduate rolming about the street jobless and in some cases, causing nuisance to the society. This unfortunate situation has impacted negatively on the economy and the development of the society as only a few of its population are contributing to the work force. There is the need to create and develop skills among post graduates to make them creative in the world of work. This is evident from the unabated current high rate of unemployment among Nigerian post graduates, lack of expected rate of growth in the small and medium scale industrial sector of the Nigerian economy (Dolliner, 2008).Lack of competence of work of newly employed post graduates from Nigerian Higher Institutions, etc. constitute to this problem (Oroka,2011). What are the causes of the disparity between expectations and reality as regards the teaching and learning of entrepreneurship education after years of efforts? The researcher is of the view that the problem is beyond the general state of the economy. The research is therefore set forth to investigate the level of effectiveness of implementation of entrepreneurship education programme and promotion of self employment of Business education graduates in universities in the South South Geopolitical Zone.

The problem of this study therefore borders on the observation of the general public, on the big gap that exists between the implementation of entrepreneurship education in the universities in South South geopolitical Zone of the nation, with respect to their ability to meet the public expectations of self-employment.

Further, there is a dearth of lecturers and instructors with practical training in entrepreneurship, absence of curricular capacity to support the training, inadequate funding and infrastructure/facilities are part of the challenges facing entrepreneurship development. (Onoriode 2012) When we consider that most instructors have not been entrepreneur, (they are just interlopers), and it seems obvious that this is a major area of need. It was for this reason that, at introduction, instructors with training in business studies only were used for the delivery (Uche and Adesope 2009).

Purpose of the Study

The main aim of the study was to check the availability of instructional facilities on implementation of entrepreneurship education programme on promotion of self-employment among Business education post graduates in universities in the South-South Geopolitical Zone. Specifically, the study sought to:

1. Assess the extent effective instructional facilities are available on implementation of

entrepreneurship education programme on promotion of self-employment among Business education post graduates in universities in the South-South Geopolitical Zone.

2. Examine the extent funding is made available for implementation of entrepreneurship education on promotion of self-employment of Business Education graduates in universities in South-South Geopolitical Zone.

Research Questions

The following research questions guided the study:

1. To what extent are effective instructional facilities available on implementation of entrepreneurship education programme on promotion of self-employment among Business education graduates in universities in the South-South Geopolitical Zone?

2. To what extent is funding made available on implementation of entrepreneurship education for the promotion of self-employment of Business Education graduates in universities in South-South Geopolitical Zone?

Hypotheses

The following null hypotheses were formulated for this study and were tested at 0.05 significant levels

1. There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on instructional facility availability on implementation of entrepreneurship education on promotion of self-employment among Business education graduates in universities in the South-South Geopolitical Zone.

2. There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on availability of fund on implementation of entrepreneurship education on promotion of self-employment of Business Education graduates in universities in South-South Geopolitical Zone.

Significance of the Study

Different categories of people and groups are expected to benefit directly from the findings of this research. Administrators as well as the three tiers of government, Organizational policy makers, academic consultants, business education curriculum developers, business education graduates, entrepreneurs, lecturers, students, etc.

Generally, this study would provide members of the public and other researchers a compendium of entrepreneurship education and details of entrepreneurship education in all educational institutions located within the South-South Geopolitical Zone for future reference purposes. The findings of this study will also assist the general public in ascertaining the areas and extent of Implementation of Entrepreneurship Education and Promotion of Self-Employment among Business Education Graduates of Universities in South- South Geopolitical Zone (IEEPSEBEGIU) in the Zone and what the universities have done, what they are doing, the extent of their involvement in encouraging entrepreneurship development, the challenges faced by the universities and the gaps that exist between entrepreneurship education and the effectiveness of implementation of Entrepreneurship Education in the universities and, also proffer solutions to narrow or closed the gap.

Academic counselors and organizational policy makers will also benefit from the findings of this study because it will guide them on how to counsel both students and entrepreneurs on how to establish and run a business to be successful and the type of business to invest in. Also they stand to be guided on how to determine a viable business to go into. Arising from above, administrators as well as the government can use the information obtained from the findings of this study to encourage entrepreneurs by empowering them both financially and otherwise.

The management and administrators of educational institutions arising from this study would have access to accurate and dependable information from institutions in South-South Geopolitical Zone, which hopefully would guide them in planning and policy formulation. The findings of this study, if fully implemented will create awareness of the importance of entrepreneurial skills in providing and generating of employment for graduates and other unemployed youths in the Niger Zone and the country at large.

Those who are already entrepreneurs will also benefit because the results of this study will guide them on

how to run their businesses successfully. Business education curriculum developers will benefit from the findings of this study because it will help them to know the right curriculum to develop that will fit into our present society and the country at large.

Students will benefit from this study as the knowledge and skills acquired in school will help them to establish their own business after graduation in the absence of white collar jobs. Also lecturers will benefit from this study as this will make them to know the guidelines for effective teaching of entrepreneurship to students in schools.

Scope of the Study

This study focuses on implementation of entrepreneurship education and promotion of self-employment of Business education graduates in public Universities in the South-South Zone, of Nigeria as it relates to teaching of entrepreneurship skills. The study will be limited to graduate students of some selected public universities in South-South, Nigeria. The entrepreneurial skill acquired by its recipients in the university is expected to equip them for employment and self-reliance. With regard to the geographical scope, the study was carried out in some selected Public Universities in South-South Geopolitical Zone. This study would also be delimited to the variables of the study namely: Effectiveness of instructional delivery methods and enhancement of self-employment etc.

Literature Review

Concept of Entrepreneurship Development

In the last century, many writers have identified entrepreneurship with the function of uncertainty and risk bearing and others with the coordination of productive resources, the introduction of innovation and the provision of technical know-how. During the 16th century, people who organized and managed military and exploration expeditions in France were called "entreprendre". The word entrepreneur originates from the French verb, "entreprendre" and the German word "unternehmen" both of which means to undertake. Entrepreneurship has been recognized as an important aspect of an organization and economies (Dickson et al., 2008; Ossai and Nwalado, 2012; Ojeifo, 2013; Baba, 2013). According to the authors, it contributes in an immeasurable ways towards creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Schumpeter (2014) argued that entrepreneurship is very significant to the growth and development of economies.

An entrepreneur is one who organizes, manages and assumes the risks of a business enterprise.

The early 18th century French Economist, Richard Cantillon introduced the term entrepreneurship. In his writings, he formally defines the entrepreneur as the agent who buys means of production at certain prices in order to combine them into a new product. He further defines entrepreneurship as self-employment of any sort where the entrepreneur is the bearer of uncertainty and risk. Shortly thereafter, the French economist Jean Baptiste Say (1824) defines the entrepreneur as someone who shifts economic resources out of an area of lower to an area of higher productivity and greater yield. He added to Cantillon's definition by including the idea that an entrepreneur is one who brings other people together in order to build a single productive organization. These are in consonance with Nnodim and Aleru (2020) who sees an entrepreneur as individual who is enthusiastic and has the capacity to hunt for investment opportunities within an environment and is skilled in establishing and running an enterprise successfully based on the identifiable opportunities. Entrepreneurship according to Bright and Oroma (2020) is a process of change where innovation is the most vital function of the entrepreneur. It is the basic requirement for economic development in a free enterprise or mixed economy where innovation is the basis of development. Innovation as a system can increase the marginal productivity of the factors of production. These points to the fact that entrepreneurship involves innovation, development, recognition, seizing opportunities and converting opportunities to marketable ideas, value while bearing the risk of competition. Entrepreneurial development is a catalyst for economic, social and industrial development (Bright & Oroma, 2020). Entrepreneurial development is a disposition to accept new ideas, new methods and making people more interested in present and future than the past (Egai, 2008). The entrepreneurial class provides leadership

in resource change, innovation, technical progress and capital formation to produce new knowledge, new production techniques/possibilities, profits and economic growth.

Entrepreneurial skills are skills related to creativity, innovation, marketing, personal relationship, technological and advertising (Inyamah, 2002). These skills should enable business education graduates to become self-employed or be employable. In cognizance of this fact, Ojeifo (2013) opined that education should be designed with a view to create and enhance the supply of entrepreneurial initiative and activities. The bottom line here is to inculcate the spirit of entrepreneurship in the student through education. In fact, this calls for more serious adjustment of policies and new curriculum in line with demand of the present time. In business education programmes emphasis is usually placed on entrepreneurial skills that will make an Individual to be gainfully employed in one organization or the other; hence its graduates should not experience acute unemployment.

Entrepreneurship is as old as man. The point at which man stopped satisfying only his needs and accommodated the needs of others marked the real origin of entrepreneurship. Its development has been gradually evolved, corresponding with the development of the human race, Ayegba and Omale (2016). Entrepreneurship is the willingness and ability to identify business opportunities through creativity, innovation and establishing necessary machinery to run business enterprise successfully. Adidu and Olannye (2006) opined that entrepreneurship can be described as a process which involves the transformation of innovation and creative ideas into profitable activities especially outside an existing organization. They further explained that it has gained global recognition in facilitating employment generation and economic transformation and that it is a veritable tool for poverty eradication and reduction of social vices.

Ayegba and Omale (2016) also stated that the concept of entrepreneurship has been associated with several activities concerned with the establishment and operation of business enterprise. These activities include identification of investment opportunities, decision making regarding available opportunities to exploit, promoting and establishing business enterprises, allocation of the scarce resources for production and distribution of goods and services, organization and management of human and material resources for the attainment of the objectives of the enterprises, risk bearing and innovation. The effective performance of the above activities is critical to the birth, survival, and growth of the business enterprise. Therefore, entrepreneurship is a vital factor in the process of economic development of any nation.

Usioboh (2008) stated that entrepreneurship is being vigorously advocated because of its potential to:

- a) Create jobs through the formation of new enterprises, especially small scale businesses.
- b) Raise productivity through various forms of innovation.
- c) Facilitate transfer of technology or the adaption of existing ones.
- d) Harness resources that might otherwise remain idle and put them into productive use.
- e) Stimulate growth in those sectors which supply it with inputs.
- f) Reinvigorate small scale businesses and also public enterprises.
- g) Encourage and sustain economy dynamism that enables an economy adjusts independence status for itself in the society.

Oborah (2003) submitted that entrepreneurship is a veritable employment alternative to wage employment and panacea to graduate unemployment. According to Oriazowanian (2013), entrepreneurship in Nigeria is characterized by small scale enterprises in all spheres of the economy ranging from agro-based to service industry and that it constitutes about 97 percent of all businesses in Nigeria. Entrepreneurship can also be seen as the use of human courage to seek investment opportunities and establish a profit oriented enterprise (Ikeme and Onu, 2007). According to Esomo (1998), entrepreneurship is the effective manipulation of human intelligence as demonstrated in the creative performance. Hence, entrepreneurship is all about innovation, creativity and intellectual build-up of innovative ideas. According to Shaibu and Mbaegbu (2012) entrepreneurship is a clear manifestation of effective manipulation of human intelligence as demonstrated in creative performance. Entrepreneurship is the key to personal fulfillment, wealth creation, human capacity development and financial empowerment (Bamidele 2013). Entrepreneurship is seen as

the ability to create new ideas, products or services for personal self-reliance and to meet the needs of the society. This involves the ability to set up a business enterprise as different from being employed. The ability should be acquired through the acquisition of skills, ideas and managerial competencies necessary for self-employment. Entrepreneurship is the process of identifying, developing and bringing a vision to reality. It has at least four benefits that foster economic growth: it increases productivity, creates new technologies, products, and services, and it changes and rejuvenates market competition. These are the areas the research question focuses on.

Concept of Entrepreneurship Education

In the National Policy on Education (FGN, 2014), it was clearly stated that education maximizes the creative potentials and skills of the individual for self-fulfillment and general development of the society. Education is an instrument for national development and social change (NPE, 2014). Education is regarded as the greatest mass rewarding and ending investment in human capital (Ogu, 2015). It is a means of acquiring experience, knowledge and skills aimed at eliminating the shackles of ignorance thereby enhancing one's development as well as the development of one's community (Igwe, 2014). It is the pivotal process of training attitudinal disposition, spiritual, physical and intellectual capabilities and other potentials in order to attain a qualitatively better life.

Entrepreneurship is the ability to set up an enterprise rather than seeking to be employed. Entrepreneurship is the performance of combining productive factors by drawing labour, capital and science together for purposes of production. It involves the ability of being self-reliant and being able to employ others. Many entrepreneurial studies in recent years have suggested that small firm formation is a major source of new job creation (Carter, as cited in Okpara & Asiegbu, 2001). Entrepreneurship education is the education and training process that provide learners with adequate knowledge, skills and motivation thereby ensuring business success in different lifelong learning process (Nwadiani, 2011). Entrepreneurship education is the type of education tailored towards producing a self-reliant person. It aims at instilling into the learner such traits as innovativeness, ingenuity, resourcefulness and endurance (Federal Republic of Nigeria, as cited in okoye, 2016). Ikemba (2016) referred to tertiary education as education for career development which aims at providing trained manpower in the applied science, technology and commerce at the professional grades. The tertiary education also aims at providing entrepreneurial, technical and vocational job specific skills for self-reliance, agricultural, industrial, commercial and economic development. It is proposed in the National Policy on Education to make its graduate self-reliant but the reverse is the case.

Entrepreneurship education includes a bundle of educational interventions in the purpose of a wider skills and abilities development that promote and reinforce entrepreneurial spirit. As skills and abilities of this kind, considering that nowadays entrepreneurship is manifested as the expression of creativity and independence (Hisrich et al., 2005), are recognized the decision-making ability, the insightfulness, initiative, risk management, flexibility and adaptation, perception and utilization of opportunities, team work, responsibility and many other skills connected to success on the level of self-employment. Entrepreneurship education does not exclusively reflect the information or the professional guidance but it constitutes a constant developmental procedure of the personality features of an individual, in order to acquire abilities of creative motivation, management of uncertainty, scientific instruction and perception of effectiveness. Entrepreneurship is a lifelong learning process help the development of students' business skills, enhances students' expertise in management and ability to take risks, economic empowerment, self-reliance and reduction in social menace (Okoye, 2016). Entrepreneurship education prepares an individual to become an entrepreneur.

Entrepreneurship education is also seen as one of the precondition for development particularly in a place where the spirit and culture are very minimal. It is said to be an important determinant of selection into numerous enterprise, formation of new venture and entrepreneurial success (Nwachukwu & Nwamuo, 2010; Baba, 2013). However, it is equally assumed here that there is a positive relationship between education and individual's choice to become an entrepreneur as well as the result and outcome of his or

her entrepreneurial activity. The move towards poverty reduction should not be considered and treated in isolation, different approaches and strategies need to be employed. For any country to foster genuine economic growth and development, its educational system must be considered as the bedrock of any meaningful development (Akpomi, 2009). Entrepreneurship education is thus designed to ensure an enlarged supply of entrepreneurs, diversity ownership of business, promote regional spread of economic activities, encourage self-employment for the unemployed among graduate and improve the health and standard of living of the people (Okoro, Ekwe & Ibekwe, 2013).

There has been some debate on whether entrepreneurship should be a programme taught separately or infused throughout other curriculum. Gibb (2011) presents entrepreneurship as an intra-disciplinary as well as a multi-disciplinary and trans-disciplinary process, where entrepreneurship can be embedded into the curriculum widely in different disciplinary contexts. Gibb (2011) also points out that an interdisciplinary approach supports the fact that in real life, problems or challenges are not classified into boxes, but solutions need a broader view and knowledge. Hannon (2006) describe the advantages that entrepreneurship education can bring when creating homogeneity in teaching practices. Entrepreneurship education could also be one of the transformers of the educational setting, with its pedagogical solution, “experiential classroom” testing, and possible interdisciplinary programmes.

RESEARCH METHODS

The study adopted a descriptive research survey design. Descriptive survey design was considered appropriate for this study because the study focuses on Identifying and assessing vital resources available for the implementation of entrepreneurship education on the promotion of self-employment among post graduates of business education in universities in South-South Geopolitical Zone.

The area of this study is South-South Geopolitical Zone. South-South Geopolitical Zone is a Geopolitical Zone among the six zone in Nigeria. It is made up of six states namely; Akwa Ibom, Bayelsa, Cross-River, Delta, Edo and Rivers. This zone is also popularly referred to as South-South GeoPolitical Zone of Nigeria which prides itself as the region that produces the wealth of the nation as it is the home of oil/gas exploration. The population of the study comprises of 72 business education lecturers and 200 postgraduate students in both States and Federal Government Universities in the South-South Geopolitical Zone.

Due to the small population size and to get effective response from various universities in the South-South region of Nigeria, the population n of 272 (census study) of 72 business education lecturers and 200 business education post graduate students were used as sample for the study. The instrument that was used for this study was a self-constructed questionnaire titled “Implementation of Entrepreneurship Education on Promotion of Self-employment of Business Education Graduates Questionnaire (IEEPSBEGQ)”.

Copies of the instrument attached with the objectives and research questions for the study were given to the researcher’s supervisor and two other experts in Department of Business Education and Department of Measurement and Evaluation, all in the Faculty of Education, Rivers State

Reliability of the instrument states the precision, accuracy and consistency of measure of instrument. Thus, a test-re-test method of reliability was adopted in this study. The research instrument was administrated to twenty (20) post graduate students and ten (10) lecturers of business education department in University of Nigeria Nsukka (UNN). The same instrument was re-administered to the same set of respondents at the interval of two weeks. The pre-test and post-test scores were correlated using Pearson Product Moment Correlation Co-efficient (r) statistic and reliability co-efficient of 0.79 was obtained which indicated that the instrument was reliable for the study.

The data collected from the respondents were analyzed using mean and standard deviation. The null hypotheses formulated were tested at 0.05 level of significance using z-test statistical tool. Items in the research questions with mean response of 3.00 and above was regarded as agreed in the case of research question 1 and high extent in the case of research question 2-5 while those below 3.00 were regarded as

disagreed or low extent. The null hypotheses were accepted if the calculated value of z (z-cal) is less than the table or critical value of z (z-crit) and rejected when the calculated value of z (z-cal) was greater than the table or critical value (z-crit).

RESULTS

Research Question 1: *To what extent are effective instructional facilities available in implementation of entrepreneurship education programme for the promotion of self-employment among Business education graduates in universities in the South South Geo-Political Zone?*

Table 1: Mean Responses on extent effective instructional facilities are available in implementation of entrepreneurship education for promotion of self-employment

S/N	Statements	Lecturers (n=72)			Post graduates (n=200)		
		\bar{X}_1	SD	Decision	\bar{X}_1	SD	Decision
1.	Teachers utilizes overhead projectors for effective classroom delivery of entrepreneurship education	4.88	1.12	High extent	4.20	1.07	High extent
2.	Teachers adopt film strip projectors with sound accompaniment to arouse students' interest in entrepreneurship	4.15	1.00	High extent	4.39	0.78	High extent
3.	Electronic communication gadgets are used in for effective delivery of entrepreneurship education	4.44	0.70	High extent	4.37	0.91	High extent
4.	Teachers uses audio tape recording for classroom delivery	4.21	0.97	High extent	4.12	1.05	High extent
5.	Teachers utilizes typewriter to inculcate students with keyboarding skills	4.17	1.08	High extent	4.00	1.04	High extent
6.	Teachers utilizes laminating machine to enhance students' entrepreneurial skills	4.14	1.23	High extent	4.62	1.16	High extent
7.	Collating machine	4.08	0.92	High extent	4.29	1.02	High extent
8.	Mailing machine	4.17	0.71	High extent	4.27	0.88	High extent
9.	Perforating machine	4.11	1.05	High extent	4.33	0.88	High extent
10.	Folding machine	3.76	1.11	High extent	4.19	1.01	High extent
11.	Addressing machine	3.33	1.33	High extent	4.32	0.93	High extent
12.	Stamp affixing machine	4.14	0.87	High extent	4.13	1.14	High extent
13.	Electronic scale machine	4.14	0.98	High extent	4.27	0.88	High extent
14.	Recording machine	4.00	1.04	High extent	4.33	0.88	High extent
15.	Accounting machine	4.42	1.19	High extent	4.12	1.05	High extent
16.	Spiral binding machine	4.04	1.14	High extent	4.65	1.03	High extent
	Total	66.18	16.49		68.57	15.70	
	Grand Mean/SD	4.35	1.02	High extent	4.28	0.98	High extent

Source: field work, 2021

Table 1 shows the mean and standard deviation of lecturers and business education graduates on extent effective instructional facilities are available in implementation of entrepreneurship education programme for the promotion of self-employment among Business Education graduates in universities in the South South Geo-Political Zone. The

respondents agreed that Teachers utilizes overhead projectors for effective classroom delivery of entrepreneurship education (4.88 & 4.20), teachers adopt film strip projectors with sound accompaniment to arouse students' interest in entrepreneurship (4.15&4.39), electronic communication gadgets are used in for effective delivery of entrepreneurship education (4.44 & 4.37), teachers uses audio tape recording for classroom delivery (4.21&4.12), teachers utilizes typewriter to inculcate students with keyboarding skills (4.17 & 4.00),teachers utilizes laminating machine to enhance students' entrepreneurial skills (4.14 & 4.62), collating machine (4.08 & 4.29), addressing machine (4.17 & 4.27) and recording machine (4.11 & 4.33). The study also showed that accounting machine (3.76 & 4.19), spiral binding machine (3.33 & 4.32), perforating machine (4.14 & 4.13) and stamp affixing machine (4.14 & 4.27) were available for the implementation of entrepreneurship education for promotion of self-employment among business education graduates in South South Geo-Political Zone. The items on Table 4.3 revealed low standard deviation scores; this indicates that the data points are not widely dispersed from the average mean.

Research Question 2: *To what extent is funding made available in implementation of entrepreneurship education for the promotion of self-employment of Business Education graduates in universities in South South Geo-Political Zone?*

Table 2: Mean Responses on extent funding is made available in implementation of entrepreneurship education for the promotion of self-employment

Statements	Lecturers(n=72)			Post graduates (n=200)		
	\bar{X}_1	SD	Decision	\bar{X}_2	SD	Decision
1. Funds are provided through Petroleum Special Trust Fund for effective implementation of entrepreneurship education	4.06	1.00	High extent	4.00	1.34	High extent
2. Entrepreneurship education programme is funded through Tax Fund	4.18	0.81	High extent	4.16	0.74	High extent
3. Various forms of grants are used to train facilitators for effective delivery of entrepreneurship education	3.82	1.43	High extent	4.22	0.71	High extent
4. Host communities donates for purchase of relevant materials to enhance learners' skill development	3.21	1.20	High extent	4.10	1.13	High extent
5. Endowment from external aids are often channeled to equip entrepreneurship education programme	4.06	0.92	High extent	4.35	0.68	High extent
6. Individuals and organizations donates for adequate implementation of entrepreneurship curriculum	4.01	1.14	High extent	4.33	0.88	High extent
7. Need assessment fund are directed to the erection of needed infrastructures for entrepreneurship	4.42	1.15	High extent	4.19	0.90	High extent
8. Launching of appeals for funds to achieve educational goals.	4.22	0.90	High extent	4.27	0.82	High extent
9. Large corporation contributes to education in their operational state either in cash or by building lecture rooms	4.36	1.10	High extent	4.11	1.03	High extent
10. Financial supports from international bodies such as World Bank, UNESCO, UNICEF, UNDP, and UNFPA	2.69	1.22	High extent	4.16	0.74	High extent
Total	39.90	10.87		40.90	8.97	
Grand Mean	3.99	1.09	High extent	4.09	0.90	High extent

Source: field work, 2021

Table 2 shows the mean and standard deviation of lecturers and business education graduates on extent is funding made available in implementation of entrepreneurship education for the promotion of self-employment of Business Education graduates in universities in South South Geo-Political Zone. The respondents agreed that funds are provided through Petroleum Special Trust Fund for effective implementation of entrepreneurship education (4.06&4.00), entrepreneurship education programme is funded through Tax Fund (4.18&4.16), various forms of grants are used to train facilitators for effective delivery of entrepreneurship education (3.21&4.10), host communities donates for purchase of relevant materials to enhance learners’ skill development (4.06&4.35), endowment from external aids are often channeled to equip entrepreneurship education programme (4.01&4.33), individuals and organizations donates for adequate implementation of entrepreneurship curriculum (4.42&4.19), need assessment project fund are directed to the erection of needed infrastructures for entrepreneurship (4.22&4.27), large corporation contributes to education either in cash or by building lecture rooms (4.36&4.11) and financial supports from international bodies (2.69&4.16). The items on Table 4.4 revealed low standard deviation scores; this indicates that the data points are not widely dispersed from the average mean.

Hypothesis 1: There is no significant difference in the mean responses of lecturers and graduates on extent effective instructional facilities are available in implementation of entrepreneurship education for self-employment among Business education graduates in universities in the South South Geo-Political Zone.

Table 3: Z-Test Analysis on extent effective instructional facilities are available in implementation of entrepreneurship education for promotion of self-employment

Group	N	Mean	SD	DF	A	Z-cal	Z-crit	Decision
Lecturers	72	4.35	1.02	270	0.05	0.51	1.96	No sig
Graduates	200	4.28	0.98					

Source: field work, 2021

Table 3 summarizes the mean, standard deviations and Z-test analysis of lecturers and graduates on extent effective instructional facilities are available in implementation of entrepreneurship education for self-employment among Business education graduates in universities in the South South Geo-Political Zone. The lecturers had mean and standard deviation score of 4.35 and 1.02 respectively, while graduates had mean and standard deviation scores of 4.28 and 0.98 respectively. The calculated Z-value stood at 0.51, while the Z-critical value stood at 1.96 of 270 degree of freedom and 0.05 level of significance. The result shows that z-calculated was less than z-critical. Therefore, the null hypothesis which stated no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent effective instructional facilities are available in implementation of entrepreneurship education for self-employment among Business education graduates in universities in the South South Geo-Political Zone was accepted.

Hypothesis 2: There is no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent funding are made available in implementation of entrepreneurship education for promotion of self-employment of Business Education graduates in universities in South South Geo-Political Zone.

Table 4: Z-Test Analysis on extent funding are made available in implementation of entrepreneurship education for promotion of self-employment

Group	N	Mean	SD	DF	A	Z-cal	Z-crit	Decision
Lecturers	72	3.99	1.09	270	0.05	0.70	1.96	Accepted
Graduates	200	4.09	0.90					

Source: field work, 2021

Table 4 summarizes the mean, standard deviations and Z-test analysis of lecturers and graduates on no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent funding are made available in implementation of entrepreneurship education for promotion of self-employment of Business Education graduates in universities in South South Geo-Political Zone. The lecturers had mean and standard deviation score of 3.99 and 1.09 respectively, while graduates had mean and standard deviation scores of 4.09 and 0.90 respectively. The calculated Z-value stood at 0.70, while the Z-critical value stood at 1.96 of 270 degree of freedom and 0.05 level of significance. The result shows that z-calculated was less than z-critical. Therefore, the null hypothesis which stated no significant difference in the mean responses of entrepreneurship education lecturers and graduates on extent funding are made available in implementation of entrepreneurship education for promotion of self-employment of Business Education graduates in universities in South South Geo-Political Zone was upheld.

DISCUSSION OF FINDINGS

Funding for Implementation of Entrepreneurship Education for Self-Employment

Findings in Table 2 revealed that entrepreneurship education programme access funds through various forms and bodies such as Petroleum Special Trust Fund for effective implementation of the programme, financial support through Tax Fund, grants to train facilitators for effective delivery of entrepreneurship education, donation from host communities for purchase of relevant materials to enhance skill development of students and endowment from external aids channeled to equip entrepreneurship education programme. The findings are in consonance with Nwachukwu (2014) who opined that regular contributions from communities, states, individual supports, local government officials and churches constitute the resources areas for funding entrepreneurship education programme to achieve the goal of self-employment among students. The finding is also in agreement with Anukaenyi and Obiozor (2017) who opined that government budget allocation to Tertiary Institutions Educational Trust Fund (ETF) and Institutional endowments from public/private companies are in most cases the resources utilized to enhance entrepreneurship education programme. The table also found out that individuals and organizations donate for adequate implementation of entrepreneurship curriculum, erection of needed infrastructures from need assessment project fund, contributions from large corporation either in cash or by building lecture rooms and financial supports from international bodies. The findings are in line with Stan (2010) who observed that large corporation (at some point) fund entrepreneurship education/training in their operational state either in cash or by building classrooms, training centres and by supplying equipment to support adequate implementation of programmes. The finding also align with Duze (2010) who affirmed that donor agencies, funds from philanthropists, institutional fundraising and Non governmental Organizations (NGOs) and charity organizations are some funding sources utilized for the implementation of entrepreneurship education programmes.

Infrastructural Facilities Provided For Implementation of Entrepreneurship Education

From table 4 the study revealed that infrastructural facilities that are provided for the implementation of entrepreneurship education for promotion of self-employment include well equipped entrepreneurship laboratory, workshop to enhance students' skills, adequate electronic library to encourage students' online learning and entrepreneurship seminar-room blocks. The findings are supported by the study carried out by Wey and Nwobike (2018) who asserted that physical infrastructures such as laboratory/clinic/studio, classroom facilities and other equipment are indispensable needs for the attainment of entrepreneurship education objectives. In similar vein, the finding is in alignment with Igboke and Chinedu (2015) who stressed that every entrepreneurship education needs a well equipped e-library to function productively. The finding from Table 4.5 also revealed that infrastructural facilities such as entrepreneurship lecture halls, staff offices, and entrepreneurship classroom blocks to accommodate students, good furniture fittings in every facility; steady power supply and catering facilities are available for effective implementation of entrepreneurship education programme for promotion of self-employment among

business education graduates. The findings are in compliance with Okoli and Osi (2018) who stated that infrastructural facilities in Entrepreneurship Education Programme consist of halls, classrooms, seminar rooms, lecturers/staff offices, laboratory block, furniture facilities and toilet facilities. According to the authors, these are prerequisite for effective skill development.

CONCLUSION

The prerequisite skills needed by business education graduate students for self-employment can only be achieved if the necessary infrastructures are made available with qualified teachers that will effectively implement the curriculum of entrepreneurship education. Entrepreneurship education is the vehicle to achieve self-employment among graduate and non graduate youths.

RECOMMENDATIONS

Based on the findings and the conclusions made in this study, the following recommendations were posited:

1. Government at all levels should endeavor to provide fund for the implementation of entrepreneurship education and ensure all funds provided are judiciously utilized to achieve the stated objectives.
2. There is the need to create awareness on the benefits of entrepreneurial skills development among graduates. This will encourage young graduates to embrace entrepreneurship education for self-reliant and wealth creation.

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