



Extent of Attainment of Entrepreneurship Education Instructional Objectives as Perceived by Lecturers in Rivers State Universities

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ABSTRACT

The study focused on the extent of attainment of entrepreneurship education instructional objectives by lecturers in Rivers State Universities. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The population of the study consisted of 264 entrepreneurship education lecturers in Rivers State University and Ignatius Ajuru University of Education. The sampling technique used was purposive. A structured questionnaire by the researchers was used as the instrument for data collection. The face and content validity of the instrument was established. Its reliability was attained through test-re-test method. Two sets of scores were correlated using Pearson product moment correlation method. Mean and standard deviation were used to analyze the research questions while z-test was used in testing the hypotheses at 0.05 level of significance. The findings revealed that to a high extent, Entrepreneurship education programme offered in tertiary institutions in Rivers state has empowered students with the necessary skills that would make them self-reliant, creative and innovative to start new business. It is recommended among others that Government should help Universities by improving the funding for entrepreneurship education since self reliance, creativity and innovativeness are keys to business development.

Keywords: Entrepreneurship education, business development, self reliance

INTRODUCTION

Education is a necessity for the growth and development of every nation. Education is the channel through which one can gain necessary skills and knowledge for self – actualization, productivity and self-reliance. Lawal (2013), defined education as the process of acquiring knowledge, skills, attitudes, interest, abilities competences and cultural norms of a society by people and to transmit this life to the coming generations so as to enhance perpetual development of the society.

One of the primary roles of education is to build and sustain individual and society's development. It renews and improves the economic, social, political and cultural aspect of any nation. It changes the vision and perspectives of individuals, enhances critical decisions and improves democracy. Indeed, education is paramount and necessary for all – round development. Akpomi (2009) opined that the move toward poverty eradication 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.

According to Singh and Sharma (2011), Entrepreneurship is the ability to create and build something from practically nothing and it involves the process of creating value by pulling

together a unique package of resources to exploit an opportunity. They say the need of the time is to empower people technically through entrepreneurship training to cope with the changing times and productivity using their entrepreneurial skills for setting and sustaining enterprises.

Entrepreneurship objectives focus on teaching students innovative ways to make a living that will enable them after graduation to take control of their circumstances, providing them with self confidence and giving them a chance of becoming self-reliant so that they do not depend totally on government employment. It equips students with the necessary skills to create and run their own small and medium scale enterprises, as well as to build self awareness in the students that will help them recognize and explore different business opportunities for financial profit and future wealth.

It is in view of this that (Frank –Oputu, 2015), argued that young graduates without survival skills, instead of contributing positively to the development of the society act as agents of chaos and instability. In a related study, Okiti (2009) noted that a greater percentage of university lecturers agreed that Entrepreneurship Education would enhance graduate self- employment through job creation and enable graduates to be self reliant and relevant to the society. He also revealed that entrepreneurship education would eradicate graduate unemployment since it would create entrepreneurial mindset for under- graduates.

The ultimate goal of Educational Entrepreneurship is all about increasing students' ability to anticipate and respond to societal changes. This implies that through entrepreneurship, students are equipped to deploy their creative abilities for their good and benefits of the larger society. They are also empowered to take initiatives, responsibilities and risks (Enu, 2012). For the content of an Entrepreneurship programme to be adequate, it has to be sufficient to impact all the skills required at all the levels on the entrepreneurial process; this moves from identification of opportunity to venture harvesting, Oyebola, Ireferin and Olaposi (2015).

Entrepreneurship is therefore enjoying a great deal of attention in many countries today, including Nigeria, (Onuoha, 2016). Entrepreneurship Education should be fully implemented for all disciplines and should go with some rudiments of the functional areas of business such as Human Resources Management, Production, Financing and Marketing, in addition to some prescribed courses in the humanities if our youths are to be effective as future Entrepreneurs and employees, (Amaewhule, 2014).

However, available reports by Babalola (2010) show that in many public universities this is half – heartedly implemented. Amaewhule (2014) also argued that some semblance of serious implementation is only noticeable in some private universities where it serves as a promotion strategy for their institutions.

Entrepreneurs and their enterprises are driving a revolution that is transforming and renewing economies worldwide. Entrepreneurship is the essence of free enterprise because the birth of new business gives a market economy its vitality.

If the objectives of Entrepreneurship Education are properly attained in Rivers State tertiary institutions, the result will be that new business opportunities will be identified to establish small and medium scale enterprise, students will acquire skills required to run their own business, graduates will be self employed and poverty rate will reduce.

This is why instructional objectives of entrepreneurship programme have to be right. Lecturers therefore have to ensure practical and real-life approach to their teaching of the course.

Statement of the Problem

Entrepreneurship Education and training is growing rapidly in the universities and colleges in Rivers State. This trend is as a result of the recognition that if properly implemented, Entrepreneurship Education can play an important role in helping students develop relevant skills and attitudes to establish small and medium scale enterprises that will make them self-reliant and help in the economic growth of the state.

However, it is pathetic to note that despite the Entrepreneurship Education and Training, the needed self-awareness and the ability to recognize and explore new business opportunities for self

reliance among graduates of tertiary institutions in Rivers State seems to be below expectations, giving rise to the number of graduate job seekers. Therefore it is the belief of the researchers that the numerous benefits of Entrepreneurship Education programme objectives, such as: education for self reliance, development of entrepreneurial skills, ability to recognize and explore new business opportunities, and the ability to manage small and medium scale enterprises etc, if properly attained in the institutions, graduates will be equipped with entrepreneurial skills that can empower them to be self-reliant or obtain employment. Such an attainment to a large extent depends on the ability of lecturers who are the main drivers of entrepreneurship education programme in tertiary institutions. Therefore, the problem of this study was to determine the extent of attainment of objectives of Entrepreneurship Education Programme in Tertiary Institutions in Rivers State.

Purpose of the Study

The primary purpose of this study was to determine the levels of attainment of the objectives of Entrepreneurship Education. Specifically, the study attempts to:

1. Determine the extent of attainment of self –reliance needed for business by graduates of tertiary institution in Rivers State.
2. Determine the extent of attainment of creativity and innovativeness needed for business by graduates of tertiary institutions in Rivers State.

Research Questions

The following questions guided the study.

1. What is the extent of attainment of self-reliance through Entrepreneurship Education programme in Rivers State tertiary institutions?
2. What is the extent of attainment of creativity and innovativeness of Business Education students in small and medium scale business management?

Hypotheses

In carrying out this research, the following hypotheses were formulated:

Ho₁ There is no significant difference in the mean responses of lecturers in Rivers State University and Ignatius Ajuru University of Education, on the extent of attainment of self reliance through Entrepreneurship Education Programme by graduates of the universities.

Ho₂: There is no significant difference in the mean responses of the lecturers in Rivers State University and Ignatius Ajuru University of Education, on the extent of attainment of creativity and innovativeness of Business Education Students in small and medium scale business management.

METHODOLOGY

Descriptive survey design was adopted for the study. The population of the study consisted of 264 lecturers teaching Entrepreneurship Education programme in two universities in Rivers State. These are Rivers State University and Ignatius Ajuru University of Education. The sample size of 264 respondents was used for the study since the population is small.

The researchers designed an instrument titled “Extent of Attainment of Entrepreneurship Education instructional Objectives Questionnaire (EAEEIOLRSQ)”. The instrument was validated by experts and yielded a reliability coefficient of 0.75. Mean, and standard deviation were used to answer the research questions, while the hypotheses were tested using z – test at 0.05 alpha level of significance. The 264 copies of the questionnaire were administered and retrieved from the respondents.

RESULTS

Research Question 1: *To what extent does entrepreneurship education prepare graduates of tertiary institutions in Rivers State for needed for business?*

Table 1: Mean responses of Lecturers on attainment of graduates' self-reliance through Entrepreneurship Education programme

S/N	Entrepreneurship Education for self-reliance	RSU			IAUE		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
1	Entrepreneurship education empowers university graduates to be employers of labour.	3.12	0.85	HE	3.00	0.80	HE
2.	Helps to develop in the students creativities and innovativeness.	3.41	0.49	HE	2.98	0.82	HE
3.	Helps to reduce the impact of globalization on university graduates.	2.90	0.93	HE	3.52	0.71	HE
4.	Exposes students to knowledge and skills for job creation.	3.07	0.83	HE	2.98	0.90	HE
5.	Exposes students to the business world.	3.14	0.58	HE	3.11	0.56	HE
6.	Empowers students to face the challenges of unemployment after graduation.	3.22	0.60	HE	3.40	0.62	HE
7.	Enables university graduates to be self-reliant.	3.35	0.75	HE	2.97	0.85	HE
8.	Helps graduates contribute meaningfully to the economic development of the state.	3.01	0.91	HE	3.85	0.35	HE
9.	Exposes students to the area of risk in business ventures.	3.11	0.98	HE	3.19	1.03	HE
10	Helps to reduce the impact of poverty on graduates.	3.37	0.63	HE	3.04	1.05	HE
	Grand Mean	3.11	0.75	HE	3.20	0.76	HE

Source: Field Survey, 2019

The results from 4.1 show the responses of respondents on the extent of attainment of graduate self – reliance through Entrepreneurship Education programme offered in tertiary institutions in Rivers State. The table revealed that Entrepreneurship Education empowers graduates to be employers of labour (3.12 & 3.00), helps to develop creativity and innovation in graduates (3.41 & 2.98), help to reduce the impact of globalization on graduates (2.90 & 3.52), exposes students to the knowledge and skills for job creation (3.07 & 2.98), exposes graduates to the business world (3.14 & 3.11), empowers students to face the challenges of unemployment after graduation (3.22 & 3.40), enables university graduates to be self-reliant (3.35 & 2.97), helps graduates contribute meaningfully to the economic development of the state (3.01 & 3.85), exposes students to the area of risks in business ventures (3.11 & 3.19), helps to reduce the rate of poverty on graduates (3.37 & 3.4). The grand mean of lecturers' responses are 3.11 and 3.20 respectively which are greater than the criterion mean of 2.5. The researcher therefore concludes that the extent of attainment of graduate self-reliance through Entrepreneurship Education programme in tertiary institutions in Rivers State is to high extent.

Research Question 2: *To what extent do entrepreneurship skill development lead graduates of tertiary institutions in Rivers State to acquire creativity and innovativeness needed for business?*

Table 2: Mean responses of Lecturers on Extent of Attainment of graduate’s training through Entrepreneurship Education for creativity and innovation in starting new business.

S/N	Entrepreneurship Education for creativity and innovation in starting new business	RSU			IAUE		
		\bar{X}	SD	Decision	\bar{X}	SD	Decision
11	Entrepreneurship education equips graduates to own internet business.	3.12	0.82	HE	2.90	0.87	HE
12	Empowers students to open business centres.	3.07	0.55	HE	2.97	0.98	HE
13.	Empowers students to produce and market new products like shoes, bags, perfumes etc.	3.00	0.89	HE	3.04	0.99	HE
14.	Empowers students to own fashion and designing shops.	3.45	0.66	HE	2.95	0.83	HE
15.	Helps students to own poultry/fish farms.	3.09	0.91	HE	3.17	0.71	HE
16.	Equips graduates to use electronic devices to convert, process, create and design different programmes to make profit.	2.90	0.88	HE	3.02	0.83	HE
	Grand Mean	3.10	0.78	HE	3.00	0.86	HE

Source: Field Survey, 2019

The results from Table 4.2 showed responses of Rivers State University and Ignatus Ajuru University of Education lecturers on the extent of attainment of Entrepreneurship Education programme for creativity and innovativeness in starting new business. The findings revealed that Entrepreneurship Education programme equips graduates to own internet businesses (3.12 & 2.90), empowers graduates to open business centres (3.07 & 2.97), empowers graduates to produce and market new products like shoes, bags, perfumes etc (3.00 & 3.04), empowers graduates to own fashion and designing shops (3.45 & 2.95), helps graduates to own poultry / fish farms (3.09 & 3.17), equips graduates to use electronic devices to convert, process, create and design different programmes to make profit (2.90 & 3.02).

The grand means of lecturers’ responses are 3.10 and 3.00 respectively, which are greater than the criterion mean of 2.5. Therefore the researchers conclude that the extent of attainment of Entrepreneurship Education programme for graduates creativity and innovativeness in starting new business to a high extent.

Hypotheses

Hypothesis 1: There is no significant difference in the mean responses of lecturers in Rivers State University and Ignatius Ajuru University of Education, on the extent of attainment of graduate self reliance through Entrepreneurship Education Programme.

Table 4.6: Z-test on Entrepreneurship Education for self-reliance.

Groups	N	Mean	SD	DF	Z-cal	Z-crit	Decision
RST	158	3.17	0.75	262	0.77	1.96	Accepted
IAUE	106	3.20	0.76				

Source: Field Survey, 2019

Table 4.6 show the difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education lecturers on the attainment of graduates self – reliance through Entrepreneurship Education programme offered in tertiary institutions in Rivers State.

From the table it is observed that the lecturers from Rivers State University have mean and standard deviation scores of 3.17 and 0.75 while lecturers from Ignatius Ajuru University of Education have mean and standard deviation of 3.20 and 0.76. The hypothesis tested yielded Z-cal value of 0.77 and against Z-crit value of 1.96. Since the Z-cal was less than the Z-crit, the null hypothesis of no significant difference was accepted.

The above suggests that Rivers State University lecturers’ mean response did not significantly differ from that of the Ignatius Ajuru University lecturers’ response regarding the extent of attainment of graduates self- reliance through Entrepreneurship Education programme in tertiary institutions in Rivers State.

Hypothesis 2: There is no significant difference in the mean responses of the lecturers in RSU and IAUE on the extent of attainment of Entrepreneurship Education training for creativity and innovativeness in starting new business.

Table 4.7: Z-test analysis of the respondents on Entrepreneurship Education for creativity and innovativeness in starting new business.

Groups	N	Mean	SD	DF	Z-cal	Z-crit	Decision
RUS	158	3.10	0.78	262	1.25	1.96	Accepted
IAUE	106	3.00	0.86				

Source: Field Survey, 2019

Tables 4.7 shows the difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education lecturers on creativity and innovativeness in starting new business as one of the objectives of Entrepreneurship Education programme offered in tertiary institutions in Rivers State.

The result shows that Rivers State University has mean and standard deviation scores of 3.10 and 0.78 while Ignatius Ajuru University has mean and standard deviation scores of 3.00 and 0.86. The hypothesis test yielded Z-cal value of 1.25 against Z-crit of 1.96. Since the Z-cal was less than the Z-crit, the null hypothesis of no significant difference was accepted. This implies that Rivers State University lecturers’ mean responses did not significantly differ from Ignatius Ajuru University of Education lecturers response regarding the extent of attainment of creativity and innovativeness for starting new business, as one of the objectives of Entrepreneurship Education programme in tertiary institutions in Rivers State.

DISCUSSION OF FINDINGS

The result from the analysis in research question 1 revealed that the respondents agreed that Entrepreneurship Education empowers university graduates to be employers of labour, exposes them to the knowledge and skills that will help create jobs, exposes students to the business ventures and enable them to be creative and innovative. These results are in agreement with the view of Okorafor (2011) who sees Entrepreneurship Education as potent and viable tool for self employment, job and wealth creation. Ayediso (2004) also viewed Entrepreneurship Education as a meaningful education for the youth which could make them self-reliant and subsequently encourage them to make profit.

In line with this, Emeraton (2008) posited that Entrepreneurship is the education which assists students to develop positive attitudes, innovation and skills for self - reliance rather than depending on the government for employment. The result is also in line with Awite (2016) and Ojeifo (2013).who stated that Entrepreneurship Education in tertiary institutions in Nigeria empowers students creates employment and improves individual confidence

The findings from Research Question 2 indicated that the respondents agreed that entrepreneurship objective has been attained, as it equips graduates to own internet business, open business centres, produce and market new products like shoes, bags, perfumes etc, train students to own fashion and designing shops, own poultry/fish farms, use electronic devices to process, create and design different programmes to make profit.

This finding also showed that through Entrepreneurship Education students' ability to start their own business enterprise has improved. The findings support the views of Ojeifo (2013) and Paul (2005) who noted that Entrepreneurship Education is structured to offer functional education for the youth that enables them to be self employed, provides the young graduates with adequate training that enables them to be creative and innovative in identifying novel business opportunities and serves as a catalyst for economic growth and development.

However, Rus kovagva, Pibkala, Rytkola & Seikkula–Leine (2011), opined that Entrepreneurship Education should support the students' feeling of their internal locus of control. As a learning outcome, the students would also try more persistently to achieve their goals, to be creative to discover existing opportunities and in general to cope with the complexities of the society.

Also Abosede, Anthory and Jimoh (2012), assert that Entrepreneurship Education produces graduates with sufficient training to make them creative and innovative in identifying new business opportunities and provide graduates with training in risk management to alleviate and minimize uncertainty.

The findings from research question 3 revealed that respondents agreed that Entrepreneurship Education programme provide the young graduates with entrepreneurial skills necessary to make them self- reliant. The training equips the young graduates with internet and computer skills, vocational and technological skill, creativity and innovative skill, risks management skill, decision making skill, corporate management skill, communication skill, skill in sewing, fish farming, poultry management, shoe making etc.

The findings support the view of Akpomi (2009) who asserted that Entrepreneurship Education is basically on developing understanding and capacity for the pursuit of entrepreneurial behaviours, skills, attitudes, competencies and dispositions that will predispose the individual to be a driving force in managing a business. It is also in line with the view of Abgoola (2010), that Entrepreneurship Education will provide the required strategic skills necessary for job creation and poverty eradication; hence the concept has been adopted by the Nigerian government to tackle the challenges of development in the nation.

Oduwaiye (2005) noted that Entrepreneurship Education prepares the individuals to be properly equipped to acquire saleable skills which could be used to manage his business or that of other people. No country can as a matter of truth, move forward technological, industrially and economically without developing strong private partner initiative in the creation of wealth, poverty reduction and employment generation without the required skills.

CONCLUSION

From the data analysis and findings, the study concludes that the extent of attainment of Entrepreneurship Education for young graduates from tertiary institutions in Rivers State for self reliance is high.

The attainment of Entrepreneurship Education objective to provide young graduates from tertiary institutions in Rivers State creativity and innovativeness to start new business venture is high.

RECOMMENDATIONS

1. Government should help tertiary institutions in Rivers State to improve funding for entrepreneurship education since the objective of self reliance, creativity and innovativeness are key to business development.

2. Lecturers should be encouraged to improve on the teaching of entrepreneurship programme in tertiary institutions in River State universities.

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