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Teacher's perception on the Implementation of Entrepreneurship Education Programme among Tertiary Educational Institutions in Cross River State, Nigeria

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Abstract

This study is an evaluation of the extent of Implementation of Entrepreneurship (ENT) Educational programme among tertiary educational institution in Nigeria, with Cross River State as a case study. It relied on the perception of all the 38 teachers teaching the course among the four tertiary educational institutions (two universities and two colleges of education) in the state to provide answers to the two research questions posed. The study sought to determine the extent and challenges confronting the implementation of the education programme. Using teachers perspective on the implementation of ENT (TPENTI) Questionnaire, the study sampled 33 out of the 38 target population. The 15 item researcher-made instrument required respondents to tick 'yes' or 'No' in their responses. Simple percentage was used to analyze the data. The findings show that ENT education programme is implemented in all the tertiary educational institution (100%) in the study area and that it has a curriculum and textbooks for use by students (72.73%). It however discovered that the education programme lacked adequate staffing, logistics, funding and practicals (72.73%, 87.88%, 100% & 81.82 respectively). It also found out that the teaching is mainly theoretical (72.72%), there is no industrial experience for students (75.76%) and that students have good perception (66.67) of the course. The study recommended for appropriate staff supply and training and adequate funding and provision of relevant logistics for effective implementation of the programme.

Keywords: Education, Entrepreneurship, Perception, Programme, Teachers

Introduction

Before the introduction of Western education into Nigeria from 1842 there was nothing like unemployment among the different peoples of Nigeria. This is because the traditional education system in practice was comprehensive and provided for full employment of citizen (Udo 1983, Fafunwa, 1995 & Fajana 2005). It was based on seven cardinal objectives which Fafunwa identified to include the development of the child's physical latent skills, character development, inculcate respect for elders and those in position of authority, develop intellectual skills, acquire specific vocational skills, develop sense of belong and promote patriotism.

Entrepreneurial mind set was prevalent among all the ethnic groups that comprised present by Nigeria (Raimi, Shokunbi and Peluola, 2010). The Hausas, the Yorubas, the Ibos and other ethnic groups had education curriculum that provided for the social, economic and political needs of the upcoming generations in a manner that every adult was gainfully employed in the various occupations prevalent at the time.

With the industrial revolution in Europe and the concomitant colorization of territories as outlets for raw materials and markets for industrial goods from Europe, Nigeria became a victim of colonialism. The spread of Christianity, Western Education and colonialism worked in tandem with each other. Beneficiaries from Western Education which was

introduced as a result of colonization imbibed the attitude of disdain for traditional occupations like farming, fishing, cattle rearing, sculpture etc because the emerging colonial institutions and companies provided them with ready white-collar employment. They now found themselves in air-conditioned offices and shops. This became a lure for other Nigerians to imbibe western education as a means to abandoning traditional occupation. But due to, the difficulty involved in providing western education and the cost involved on the part of students, only very few Nigerians could have access to western education throughout the period of colonialism in Nigeria, which lasted from 1860-1960. As a result of the paucity of Nigerians with Western Education, unemployment was rare for those in search of jobs.

But with the attainment of political independence from Britain in 1960, governments attention was now focused on mass education of the citizens as a means of national development. This led to the introduction of Universal Primary Education (UPE) in 1976 which offered all Nigerian of Primary school age the opportunity to go to school free of charge as a means to eradicating illiteracy from the land. An improve versions of the UPE was again introduced in 1999, known as Universal Basic Education (UBE). This programme extended free education from six years at the primary level to three years at the junior secondary education level. While primary and secondary educations were expanding, higher education was equally following suit. As at independence in 1960, Nigeria had no university, except a campus of Cambridge University located at Ibadan since 1948 (Fafunwa, 1995). At the verge of independence on 1st October, 1960 a full-fledge university, the university of Nigeria, Nsukka, was introduced in September 1960. Within the first five years of political independence, the number of universities rose to five in Nigeria. By 1975, the number of universities had risen to thirteen. As at January 2017 Nigeria has a total of seventy-eight public universities, comprising of forty (40) federal universities, thirty-eight (38) state universities and scores of privately-owned universities (Shu'are (2010), Federal Ministry of Education, 2017, US. Diplomatic Mission, 2017). Ranked at the same level with university are the polytechnics which offer programme leading to the award of Ordinary and Higher National Diploma (OND & HND). In Nigeria there are a total of 103 polytechnics, of which 40, 41, and 22 belong to the federal government, state government and private individuals and organizations respectively. (U.S. Diplomatic Mission to Nigeria, 2017). From Wikipedia (2017) it is also gathered that there are 82 colleges of Education in Nigeria, consisting of 22 federal, 46 state and 14 private colleges of education. Colleges of education produce graduates at the NCE (Nigeria Certificate in Education) level that marks the entry point in the senior public service cadre in Nigeria.

It is obvious from the above data that Nigeria has made an astronomically remarkable progress in the development of her educational industry within fifty years at her political independence, two million Nigerians now leave secondary school every year, while over half a million graduates are churned out from the higher educational institutions every year. The speed with which the proliferation of educational institutions at the primary, secondary and tertiary levels were pursued in Nigeria within the past fifty years smacks of the expected quality in a third world country

characterized by inadequacies of fund, technology and infrastructure. Concomitantly, the country now produces graduates who are not employable in the public and private sectors because they lack the basic skills required by industries as well as the basic entrepreneurial skills required for self-employment and job creation. These graduates have now become liabilities to themselves, the family and the nation. Until recently most of these graduates were produced with the hope that there were employment opportunities in the labour market for them (Yahaya, 2011). Now it has become obvious from both the public and private sectors that there are no rooms enough to absorb all the graduates of tertiary educational institutions.

The Need for Entrepreneurship Education

Conceptually, entrepreneurship education refers to a specialized knowledge that inculcates in the learners the ability and willingness of risk-taking, innovation and co-ordination of factors of production for the purpose of creating new products or services for new and existing users (ACS and Storey 2004, Naude, 2007, Minniti and Levesque, 2008 and Kanothi, 2009). It is the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and aptitude to take advantage of the opportunities. As an education programme, entrepreneurship education is capable of developing in the learners the ability to identify business opportunities, generate pragmatic ideas and evaluate the extent to which the window could be harnessed.

Theoretical framework

The study is based on the following theoretical underpinnings:

Human capital development theory (as in Robert, 1991).

Need for Achievement theory of David McClelland (1965)

Risk-taking theory of Richard Cantillon and John Stuart Mill as in Alam & Hossan 2003

The Schumpeter Effect Theory as in Lucas 1978 and Jovanovic (1982) and

The Refugee Effect theory of Oxenfeldt (1943)

The summary of the above theories are as follows:

Human capital theory emphasizes education as a tool for boosting human capital, stimulating labour productivity and accentuating the application of technology globally – (Robert, 1991). It sees expenditure on education and training of human capital as a productive investment, just like investment on physical assets – (Olaniyan and Okemakinde, 2008, Adegun, 2003). Van-Dan-Berg (2001) established a correlation between the level of education and new product development in knowledge-based economics that places priority on education and technological development. The need for achievement theory holds that there would be relatively greater amount of entrepreneurial activities in societies where the need for achievement is relatively high. It emphasized that when the need for achievement is sufficiently stimulated in the society through education, there is greater likelihood of them setting up their businesses after graduation. The risk-taking theory on its part sees entrepreneurship education as education that stimulates individuals to take calculated risks for which future streams of benefits are guaranteed and that the extent to which people volunteer to take risks is dependent on the quality of entrepreneurial education received.

The Schumpeter effect theory states that the phenomenon of unemployment is inversely proportional to the setting up of new firms. In other words, the high level of unemployment is contingent on the dearth of entrepreneurial activities (Lucas, 1978 & Jovanovic, 1982). The implication of the Schumpeter effect theory is that unemployment tends to be very high because people have lower endowments of human capital and entrepreneurial talents needed to start and sustain new firms.

The refugee effect theory states that unemployment fast-tracks entrepreneurship activities. When people are confronted by the hopelessness of unemployment, they usually turn to self-employment as a viable alternative. This theory justifies the need for qualitative entrepreneurship education for youths who will soon become job seekers.

Challenges of entrepreneurship education in Nigeria

Despite the apparent short-sightedness in the nation education curriculum which only saw the need for entrepreneurship education when the nation was already caught in the web of graduate unemployment, the implementation of the programme itself is fraught with a myriad of challenges. As noted by Okebukola (2004) and Onyeachu (2008) poor curriculum implementation which has been a common phenomenon is the Nigerian education landscape, preventing the realization of the objective of many specialized education programme, is apparently the bane of entrepreneurship education among tertiary educational institutions in Nigeria. The teaching of the course is made theoretically boring in which students are made to write business proposals in groups of ten or more. In many institutions the course is taught without visits to industries for student to see for themselves some practical industrial activities. There is also the virtual absence of professional talks from successful business gurus from the society (Gabadeen and Raimi, 2012). In many institutions students have no access to relevant textbooks and other instructional materials for the course.

Inadequate funding appears to be at the centre of the inadequacies confronting the implementation of the entrepreneurship education programme. This fact according to Gabadeen and Raimi (2012) has been attested to lay the National Universities Commission (NUC), National Board for Technical Education (NBTE) and the National Commission for Colleges of Education (NCCE) in Nigeria. On the part of the students is the issue of the wrong mindset in which the course is seen as just another elective course meant to increase their academic work load. This negative mindset prevents learners from showing interest and enthusiasm in the course.

The attitude of the students might have generated from the inadequate teachers in the course in many schools, staff who have no specialized training in the course are merely co-opted to teach it. Outside the school setting, the Nigerian business environment does not seem inviting enough for young entrepreneurs. Securing business capital is an issue due to high interest rate and collaterals by financial institutions and corrupt practices in government channels for funding entrepreneurs. There are also the challenges of incorporation, inadequate infrastructures, high and multiple taxation and high cost of raw materials etc (Ariyo 2005, Gabadeen & Raimi, 2012).

Objectives of the study

Since the commencement of entrepreneurship education in Nigerian tertiary educational institutions in 2007, there has been scarcity of documentary evidence of the extent to which the programme has been implemented, the impact it is having on job creation and the challenges confronting the implementation of the programme. It is therefore the objectives of this study to:

- a) Determine the extent to which entrepreneurial educational programme is being implemented among tertiary educational institutions in Cross River State.
- b) Find out the challenges confronting the implementation of the entrepreneurship education programme in Cross River State from the point of view of course lecturers.

Research questions

The study will attempt to provide answers to the following questions:

- 1) To what extent is entrepreneurial education programme being implemented among tertiary educational institutions in Cross River State?
- 2) What are the challenges confronting the implementation of entrepreneurship education programme in Cross River State?

Research procedure

This study adopt ex-post facto research design. This is so because the study is an evaluation of the implementation of the entrepreneurship education programme among tertiary educational institutions in Cross River State of Nigeria for the past ten years. The researchers are merely finding out the state of affairs concerning this education programme with a view to suggesting possible solutions to them.

The study is domiciled in Cross River State, one of the 36 states of the Federal Republic of Nigeria. The state is located on the south-south geopolitical zone of Nigeria. it has four tertiary educational institutions, namely, the University of Calabar, Cross River University of Technology, Calabar, Federal College of Education, Obudu and the Cross River State College of Education, Akamkpa. The population of the study comprise of all lecturers of teaching ENT education programme in the four tertiary educational institutions in Cross River State.

Entrepreneurship education is a compulsory course for all students. Each student is expected to take the course for two semesters, ENT I and ENT II before graduating. It has been established that in the four tertiary educational institutions, there are total of 38 lecturers involved in teaching the educational programme to students. All the 38 lecturers teaching the course were used as samples.

The instrument used for data collection was the researchers made questionnaire tagged "Implementation of ENT Educational Programme among Tertiary Educational Institutions in Cross River State Questionnaire"

Data analysis technique

Data collected was analyzed using simple percentages. Rating of above 50 percent were considered significantly high while any rating below 50 percent was considered low. Analysis was done based on the items on the questionnaire.

Presentation and interpretation of data

Table 1: Teachers' perception on implementation of ENT

S/N	Response item	No. of responses		%		Remarks
		Yes	%	No	%	
1	ENT is taught in my school	33	100	Nil	00	Positive
2	There is an ENT curriculum for the programme	33	100	Nil	00	Positive
3	I consider myself adequately trained to teach ENT	27	81.82	6	18.18	Positive
4	I have attended a training programme for teaching ENT	Nil	00	33	100	Negative
5	My school has adequately trained staff for ENT	21	72.73	12	36.36	Positive
6	There are adequate ENT logistics in my school	4	12.12	29	87.88	Negative
7	Teaching of ENT is mostly theoretically in my school	21	72.73	12	35.36	Negative
8	There are adequate text books on ENT for students	24	72.73	9	27.27	Positive
9	Students carry out relevant practicals on ENT	6	18.18	27	81.82	Negative
10	ENT students embark on industrial tours	8	24.74	25	75.76	Negative
11	Professionals from industries are involved in teaching ENT	10	30.30	23	69.70	Negative
12	ENT programme is adequately funded	0	00	33	100	Negative
13	My students have good perception of ENT course	22	66.67	11	33.33	Positive
14	ENT is seen as another elective to increase work load	21	63.64	12	36.36	Negative
15	Student generally lack zeal and enthusiasm on ENT lectures and projects	18	54.55	15	45.45	Negative

Results

From the data presented on the table 1 above, the following deductions can be made on teacher's perception on the implementation of Entrepreneurship Education in tertiary educational institutions in Cross River State.

- 1) Entrepreneurship education is implemented in all (100%) tertiary educational institution in the study area.
- 2) All institutions (100%) offering ENT programme have a prescribed curriculum for the courses.
- 3) Teachers teaching ENT consider themselves adequately qualified to teach the course (81.82%) but none of them has attended any special training as course teachers (100%).
- 4) Course lecturers believe that there are no adequate logistics (87.88%) for teaching the course and that the course is theoretically taught without opportunity for learners to undertake practicals (72.73%).
- 5) Only a small percentage (24.24) agree that ENT students embark on industrial tour and that professionals from industries are also brought into teach ENT (30.30).
- 6) All Respondents (100%) disagree that ENT is well-funded, but they agree that students have good perception (66.67) of the course, despite seeing it as increasing their work load (63.64). A relatively high number of respondents (54.55) see students as lacking zeal on ENT Lectures and projects.

Discussion

Data analysis as fund on table 1 shows that ENT programme is implemented in all (100%) tertiary educational institutions in Cross River State. That is to say that they both universities and colleges of education are implementing the programme. This is not surprising because it is a mandatory directive from the Federal Ministry of Education (Gabadeen & Raimi, 2012). Despite the fact that none of the ENT teachers in the sample drawn accepted attending any specialized programme for teaching the courses, majority of them see themselves as being well-qualified to teacher the course (81.82). This is so because most lecturers of tertiary educational institutions have post-graduates degrees of masters or Ph.D. The number of lecturers (38) teaching the

course in the four institutions however appears to be inadequate. This may be due to the economic recession by which school proprietors are mindful of employing more staff for fear of increasing wage bill. This same explanation goes for inadequate logistics and funding for ENT programme as confirmed by the supervisory agencies (NUC, NBTE & NCCE) (Gabadeen and Raimi 2012). Engagement of students is relevant practicals, industrial tour by students and use of professionals from industries all amount to spending additional funds which appear not to have been provided for 1, hence their non-implementation. These inadequacies notwithstanding, students still have a positive perception (66.67) of ENT programme as having the potential to prepare them for businesses of their own outside white collar jobs. The major challenge of ENT programme appears to be that of poor programme implementation which Okebukola (2004) and Onyeachu (2008) have identified to be a major hindrance to the attainment of the goals of educational programmes in Nigeria.

Conclusion

From the findings of this study, it could be concluded that ENT programme is implemented in all tertiary educational institutions in Nigeria. It can also be deduced that while students have good perception of the programme, the implementation still faces the challenge of inadequate staffing, logistics, funding, study materials and practical activities

Recommendations

Based on the findings of this research, it is pertinent to recommend as follows:

To ensure the effective implementation of the ENT educational programme in tertiary educational institutions in Nigeria:

- a) ENT programme should be adequately staffed with adequate and well-trained lecturers.
- b) There should be adequate funding of the programme by proprietors to ensure adequate logistics, provision of study materials, engagement in practicals and use of professionals from industries.
- c) The teaching of ENT should be accompanied by industrial visitation for industrial experience.

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