IMPLEMENTATION OF ENTREPRENEURSHIP EDUCATION CURRICULUM CONTENT TOWARDS UNEMPLOYMENT REDUCTION AMONG UNIVERSITIES GRADUATES IN ANAMBRA STATE

NEDUM-OGBEDE PATRICIA O. (Maben)
Department of Office Technology & Management
Federal Polytechnic Nekede, Owerri, Imo State.
destinychild4e@yahoo.com

Abstract
This study was conducted to assess the Implementation of entrepreneurship education curriculum content towards unemployment reduction among universities graduates in Anambra State. A questionnaire was used to collect data from 23 business educators who teach entrepreneurship education courses. Two research questions and two hypotheses guided the study. Mean and standard deviation were used to answer the research questions, while t-test was used to test the hypotheses at a level of 0.05 significance. It was therefore, recommended, among others, that Federal and State Ministries of Education should build equipped infrastructural facilities like resource centres and networks for exchange of good practice and also entrepreneurship education should be a general course in every tertiary institution in Nigeria.

Key words: Entrepreneurship, implementation, education, curriculum, unemployment.

Introduction
After going through the process of formal or non formal education, the learner is expected to be able to contribute effectively to life activities in the society. This effective contribution includes the learner’s ability to be gainfully employed in one job or the other. At the introduction of western Education in Nigeria, emphasis was on the acquisition of 3Rs (reading, writing and arithmetic) with the major aim of preparing the learner for ‘white collar’ job or for employment by the missionaries or colonial government. The national curriculum conference of 1969 resulted among other things into increase in the number of subjects studied in schools with the aim of making education more relevant to the Nigerian society and also for unifying the educational services in the different regions. This conference gave rise to the National Policy on Education (NPE, 1977) which has since been reviewed in 2004, 2007 and 2013. Despite all these reviews of the NPE and the fact that more Nigerians are acquiring formal education at the present time than at independence, it appears that the country is facing a different problem. This is the fact that before and immediately after successfully completing formal education even at university level, the recipients or graduates are not
sure of getting jobs. With not less than 90 universities in the country, the number of graduates joining the labour market every year far surpasses the limited employment opportunities available in government agencies as well as corporate organizations and industries. Besides, the global economic crisis which has crippled businesses has made it more difficult for people to find employment.

In Nigeria, accurate unemployment rates are difficult to access. However, according to Oyebade (2003), Nigeria’s unemployment can be grouped into two categories - first, the older unemployed who lost their jobs through retrenchment, redundancy, or bankruptcy; and second, the younger unemployed, most of whom have never been employed. For Awogbenle and Iwuamadi (2010), the statistics from the Manpower Board and the Federal Bureau of Statistics showed that Nigeria has a youth population of 80 million, representing 60% of the total population of the country. Also, 64 million of them are unemployed, while 1.6 million are underemployed. According to the National Bureau of Statistics (2009:238;2014), the national unemployment rates for Nigeria between 2000 and 2012 showed that the number of unemployed persons constituted 31.1% in 2000; 13.6% in 2001; 12.6% in 2002; 14.8% in 2003; 13.4% in 2004; 11.9% in 2005; 13.7% in 2006; 14.6% in 2007; 14.9% in 2008; 19.7% in 2009; 21.10% in 2010; 22.10% in 2011; 23.90% in 2012 and may likely rise by 2% in 2013, 2014 and 2015. According to the Vanguard newspaper headline of December 17, 2013, 54% of Nigerian youth were unemployed in 2012. For persons between ages of 15 and 24 years, 41.6% were unemployed. For persons between 25 and 44 years, 17% were unemployed. As regards gender, data showed that males constituted 48.1% while females constituted 51.9%. It is important to note that these figures may not have captured in totality, youth unemployment situation in Nigeria. However, they point to the fact that the phenomenon is a very critical issue with reference to entrepreneurship development and economic development.

Obanya (2009) opined that the solution to this ugly situation is not increased vocalization of education, as is wrongly being canvassed, but a return to the basics. This means returning to real goals of education, which is the cultivation of human talents and creative/imaginative potentials through all round development. (p. 43). Obanya insisted that for Nigeria to respond to the changing needs of the world of work (not necessarily the world of direct paid employment), formal and non formal education in the country should be geared towards inculcating into learners the generic skills of knowledge, communication, adaptability, creativity, team spirit, literacy, information and communication technology (ICT), fluency and life long learning. These generic skills are necessary for effective life in the present ICT-dominated world. These skills are not job specific. Their acquisition calls for the type of general education found in entrepreneurship. That is, the type of education that equips the learner with the
knowledge and skills to desire, seek, recognize and utilize available opportunity to do something new to create wealth for self and others and consequently contribute effectively to the society in this era of global economic crisis. The nature of learning and the wide range of students’ abilities in the average classroom necessitate a high degree of lecturer expertise in methods of presenting subject-matters. In teaching EDE courses, appropriate teaching methods that can facilitate and enhance learning must be adopted (Esene, 2012). Currently, methods of teaching are classified into (a) Lecturer-oriented (b) Student-oriented and (c) Instructional methodology. Umoru (2011) & Esene (2011) reported that lecturers who teach EEd courses mainly adopt the lecture method thereby conducting theoretical classroom lessons rather than using the apprenticeship and demonstration methods that would enable students acquire marketable and sellable skill.

Lee and Wong (2004) made a clear distinction between ‘enterprise’ and ‘entrepreneurship development education’ with the former focusing on the advancement of personal enterprising attributes and attitudes that prepares the individual for self-employment, while the latter relates to the development of functional management skills and abilities that train the individual to start, manage and develop a business. On the approaches to the teaching and learning of EEd (Entrepreneurship Education) courses, Agbamu (2011) classified them into four categories: The ‘old war stories’ approach, the ‘case study’ approach; the ‘planning approach’; and the ‘generic action’ approach. According to her, the ‘old war stories’ approach attempts to motivate aspiring entrepreneurs by relaying a series of successful entrepreneurship stories and revealing how these individuals became successful entrepreneurs. The ‘case study’ approach uses cases of existing companies to analyze the mechanics of entrepreneurial process and to elicit students proposed solutions to the companies’ problems. The ‘planning approach’ usually takes the form of a business plan that consist of detailed objectives, budgets and programmes while the ‘generic action’ approach emphasizes the formulation of optimal entrepreneurial actions based on existing market forces. These approaches were suggested in view of the fact that the teaching of EEd is seen as both a ‘science’ and ‘art’ where the former relates to the functional skills required for business start-up and the latter relates to the creative aspect of entrepreneurship. The strategies adopted at the Obafemi Awolowo University, Ile Ife are in the right direction. The strategies are based on three essential concepts, namely: (1) enterprising behaviours/attitudes (expected or to be exhibited by the learner); (2) the entrepreneurial process and (3) the student’s self-knowledge or their own competencies in relating to carrying out entrepreneurial processes, (Paul, 2007). Participatory learning is another strategy that allows students to be fully in-charge in the teaching/learning process.
Statement of the Problem

The capacity of the lecturers and instructors that anchors entrepreneurship education in most universities has been identified as a reason for the poor quality delivery of entrepreneurship curriculum content. There is a dearth of lecturers and instructors with practical training in entrepreneurship. When one considers that most instructors have not been entrepreneurs (they are just interlopers), 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 et al. 2009; Enu, 2012).

Absence of curricular capacity to support the training: The obvious lack/absence of curricular guide to inform a pedagogical delivery in the methodology of entrepreneurship education content is identified by many researchers as a major drawback in the system. The concept of ‘problem-based learning activities’ is not used in developing the curriculum, and this was observed to be common problem of most entrepreneurship education curricular (The Consortium for Entrepreneurship Education, 2012).

The infrastructure/facilities needed to deliver quality and practical oriented entrepreneurship education content requires huge investment in capital. Inadequate funding is indentified in the poor infrastructural support needed to drive quality delivery of entrepreneurship education. Both hard and soft infrastructures are needed as prop for the system. This limitation seemingly frustrates the integration of entrepreneurship in academic programmes in selected universities. The seemingly lack of support infrastructure and inadequate facilities result to high transaction costs which make delivery very expensive and inefficient thus causing increased unemployment rate in the country.

Purpose of the study

The main purpose of the study was to assess the state of entrepreneurship education curriculum towards unemployment reduction among universities graduates in Anambra state. Specifically, the study sought to:

1. Examine the state of infrastructural facilities provided for entrepreneurship education towards reducing unemployment among graduates from universities in Anambra State.
2. Ascertain the teaching methods employed in teaching entrepreneurship education courses in universities in Anambra State that contribute towards the reduction of unemployment.
Research questions

The following research questions guided the study

1. In what ways do infrastructural facilities provided for entrepreneurship education help to reduce unemployment among universities graduates in Anambra State?
2. What teaching methods are employed in the teaching of entrepreneurship education courses in universities in Anambra State that are capable of reducing unemployment among graduates?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant difference in the mean ratings of male and female entrepreneurship education lecturers on the ways infrastructural facilities provided for entrepreneurship education help to reduce unemployment among universities graduates in Anambra State.
2. There is no significant difference in the mean ratings of experienced and less experienced on the teaching methods used by the entrepreneurship education lecturers that are capable of reducing unemployment among universities graduates in Anambra State.

Method

Descriptive survey design was adopted for the study. This enabled the study to sample opinions from a significant number of respondents in the area of study. The population consisted of 18 business educators and five entrepreneurship lecturers in universities in Anambra. The entire population was used because the number was not too large. Questionnaire constructed by the researcher was the instrument used for data collection. The instrument was validated by one expert in business education. The final draft of the questionnaire was subjected to reliability test through test-retest method to determine the internal consistency using eight business educators who teach entrepreneurial courses that are not part of the population of the study. A co-efficient of 0.88 was obtained using the Pearson product moment formula.

Twenty three copies of the questionnaire were administered by the researcher, and all were retrieved and used for data analysis. Arithmetic mean and standard deviation were used to analyze the data collected. t-test was used to test the hypotheses and where t-critical was greater than or equal to the t-calculated, the null hypothesis was upheld. On the other hand, where the t-calculated exceeded the t-critical, the null hypothesis was rejected.
Results

Research question 1: What infrastructural facilities are provided for entrepreneurship education towards reducing unemployment among universities graduates in Anambra State?

Table 1: Business educators’ mean ratings of the state of infrastructural facilities provided for entrepreneurship education towards unemployment reduction among universities graduates in Anambra state.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Infrastructural facilities provided</th>
<th>Mean</th>
<th>S.D</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Equipped entrepreneurial library</td>
<td>2.63</td>
<td>0.98</td>
<td>Provided</td>
</tr>
<tr>
<td>2.</td>
<td>Equipped entrepreneurial centres</td>
<td>2.84</td>
<td>0.98</td>
<td>Provided</td>
</tr>
<tr>
<td>3.</td>
<td>Audio-visuals</td>
<td>2.74</td>
<td>0.97</td>
<td>Provided</td>
</tr>
<tr>
<td>4.</td>
<td>Slide projectors</td>
<td>2.84</td>
<td>0.93</td>
<td>Provided</td>
</tr>
<tr>
<td>5.</td>
<td>Flannel boards</td>
<td>2.17</td>
<td>1.12</td>
<td>Fairly provided</td>
</tr>
<tr>
<td>6.</td>
<td>ICT unit</td>
<td>2.58</td>
<td>0.98</td>
<td>Provided</td>
</tr>
<tr>
<td>7.</td>
<td>Display materials</td>
<td>2.35</td>
<td>0.99</td>
<td>Provided</td>
</tr>
<tr>
<td>8.</td>
<td>Centre for IT training</td>
<td>2.68</td>
<td>0.86</td>
<td>Provided</td>
</tr>
<tr>
<td>9.</td>
<td>Business resource centre</td>
<td>2.47</td>
<td>0.96</td>
<td>Fairly provided</td>
</tr>
<tr>
<td>10.</td>
<td>Workshops for Fashion designing</td>
<td>2.78</td>
<td>1.13</td>
<td>Provided</td>
</tr>
<tr>
<td>11.</td>
<td>Workshop for woodwork</td>
<td>2.21</td>
<td>1.06</td>
<td>Fairly provided</td>
</tr>
<tr>
<td>12.</td>
<td>Workshop for confectionary</td>
<td>2.67</td>
<td>0.87</td>
<td>Provided</td>
</tr>
</tbody>
</table>

Grand mean and Standard Deviation 2.51 0.99 Provided

Data in Table 1 show mean and standard deviation of respondents’ opinions of the state of infrastructural facilities provided for entrepreneurship education. Item 1,2,3,4,5,6,7,8,9,10,and 12 with the mean score 2.63, 2.84, 2.74, 2.58, 2.53, 2.68, 2.76, 2.67 were provide and fairly provided respectively. While the standard deviation range from 0.86-1.13 which indicates a homogeneous response.

Table 2: Business educators’ mean ratings of the teaching methods employed in teaching entrepreneurship education courses.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Teaching methods employed in teaching Entrepreneurship education courses</th>
<th>Mean</th>
<th>S.D</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Textbook assignment</td>
<td>3.03</td>
<td>0.69</td>
<td>Agree</td>
</tr>
<tr>
<td>14.</td>
<td>Discovery</td>
<td>2.44</td>
<td>0.76</td>
<td>Disagree</td>
</tr>
<tr>
<td>15.</td>
<td>Experimental</td>
<td>2.16</td>
<td>0.89</td>
<td>Disagree</td>
</tr>
<tr>
<td>16.</td>
<td>Case study</td>
<td>2.09</td>
<td>0.92</td>
<td>Disagree</td>
</tr>
<tr>
<td>17.</td>
<td>Lecture</td>
<td>3.58</td>
<td>0.58</td>
<td>Strongly agree</td>
</tr>
</tbody>
</table>
Information in Table 2 shows that means of 2.66-3.58 were obtained for items 13, 17, 18, 19, and 20 indicating that teaching methods employed in teaching entrepreneurship education courses were strongly agreed and agreed respectively. Mean scores of 2.00-2.47 were obtained from items 14, 15, 16, 21, 22, 23, 24, and 25, indicating that teaching methods used were disagreed. The conclusion drawn here is that the lecturers who taught entrepreneurship education courses do not use the teaching methods (students-oriented) that would make students acquire entrepreneurial skills for self-employment in the response of the respondents.

**Hypothesis 1**

There is no significant difference in the mean ratings of male and female entrepreneurship education lecturers on the teaching methods used in the programme to reduce unemployment among universities graduates in Anambra state.

**Table 3: t-test analysis of the difference in business educators’ mean ratings of male and female entrepreneurship education lecturers on the teaching methods used in the programme to reduce unemployment among graduates from universities in Anambra state**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>sig.</th>
<th>t-cal</th>
<th>t-crit.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>3.060 98</td>
<td>0.98</td>
<td>21</td>
<td>0.05</td>
<td>0.098</td>
<td>1.721</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>3.06</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the t-test in Table 3, the t-calculated value is 0.098 while the t-critical value is 1.721 at 0.05 level of significance. Since t-calculated value is less than the t-critical value, the null hypothesis is therefore, accepted. This indicates that there is no significant difference in the mean ratings of male and female entrepreneurship education lecturers on the teaching methods used in the programme to reduce unemployment among graduates of selected universities in Anambra state.
Hypothesis 2

There is no significant difference in the mean ratings of experienced and less-experienced on the teaching methods used in the programme that are capable of reducing unemployment among universities graduates in Anambra state.

Table 4: t-test analysis of the difference in mean ratings of less experienced (1- 5yrs) and experienced (6yrs+) entrepreneurship education lectures on the teaching methods used in the programme to reduce unemployment among universities graduates in Anambra State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>df</th>
<th>sig.</th>
<th>t-cal</th>
<th>t-crit.</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced (1-5 yrs)</td>
<td>10</td>
<td>3.04</td>
<td>0.88</td>
<td>21</td>
<td>0.05</td>
<td>0.082</td>
<td>1.721</td>
<td>NS</td>
</tr>
<tr>
<td>Less-experienced (6 yrs +)</td>
<td>13</td>
<td>3.06</td>
<td>0.89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data in Table 4 show that the t – calculated value is 0.082 while the t – critical value is 1.721 at 0.05 level of significance. Since the t-calculated value is less than the t – critical value, the null hypothesis is therefore, accepted. This indicates that there is no significant difference in the mean ratings if less experienced and experienced entrepreneurship education lecturers on the teaching methods used in the programme to reduce unemployment among universities graduates in Anambra state.

Discussions

The result of the analysis of the first research question revealed that infrastructural facilities for entrepreneurship education courses were provided.

The second research question which dealt on the business educators rating of the teaching methods employed in teaching entrepreneurship education courses towards reducing unemployment among universities graduates in Anambra state, the result showed that the lecturers who taught entrepreneurship education courses did not use the teaching methods (student – oriented) that would make students acquire entrepreneurship skills for self – employment. Agbamu (2011), Onojetah (2011) and Paul (2007) stated that lecturers teaching EEd courses should use the participatory, experimental, and experiential methods which will make students to actively engage in the teaching and learning activities
Conclusion

Effective implementation of entrepreneurship curriculum in Nigeria requires a transformation of Nigeria’s educational ideology. The education wave has moved from elite education to mass education; from exam – oriented to all – round – development and from employment – oriented to entrepreneurship oriented education. Effective implementation of curriculum for entrepreneurship education in Nigerian will result in the entrepreneurization of learning environment in the country and consequently in the development of confident, empowered, motivated students and innovative employees in the country.

Recommendations

Following the findings and conclusions of the study, the following recommendations are made:
1. Practicing teachers at all levels of education should undergo professional training through seminars, workshops, teaching methods and other in – service training to acquire knowledge and skills in the adoption of entrepreneurship driven instructional methodology.
2. Federal and State Ministries of Education should build and provide more infrastructural facilities like resource centres and networks for exchange of good practice.
3. The government must willingly fund entrepreneurship activities since finance is one of the issues hindering entrepreneurship development in Nigeria.

References


The Consortium for Entrepreneurship Education (2012). The state of entrepreneurship education. Columbus, OH USA.
