STRATEGIES FOR IMPROVING ENTREPRENEURSHIP EDUCATION IN NIGERIA: EVIDENCE FROM ENTREPRENEURSHIP TEACHERS IN KATSINA STATE

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Abstract
The study assessed the strategies for improving entrepreneurship education in Nigeria, evidence from entrepreneurship teacher in Katsina State. The study adopted the survey design. Two research questions were raised to guide the study and two null hypotheses were tested at 0.05 level of significance. The population of the study is made up of 100 entrepreneurship education teachers in Katsina state. A structured questionnaire was used in collecting data. Data collected were analyzed using mean and standard deviation to answer the research question while the null hypotheses were tested using t-test statistics at 0.05 level of significance. The findings of the study revealed that the identified strategies are required in improving and fostering entrepreneurship education in Nigeria. Conclusion was drawn and it was recommended amongst others, that Small ventures should be organize on campus and students should be allowed to be the stakeholders and to participate in establishing and running a business and that Strong linkage should be build with successful entrepreneurs. This will help to sustain entrepreneurship education development.

Introduction
Entrepreneurship education in Nigeria amongst other things seeks to provide students in tertiary institutions with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of ventures. Entrepreneurship education is offered at all levels of schooling in Nigeria, It is a lifelong learning process. The concept of lifelong learning is essential to the competitiveness of the knowledge economy. It applies to all levels of education and training and concerns all stages of life as well as the different forms of apprenticeship.

Therefore, the move by the government through the Federal Ministry of Education to make entrepreneurship education one of the compulsory general studies for students in tertiary institution across the country should be seen as a positive step in the right direction. This is to inculcate in the youths the spirit of self reliance. This statement is in tune with Airebanmen, (2004). According to Airebanmen self-reliance therefore requires that people depend first and foremost on their own ingenuity, resourcefulness and natural resources to achieve the material condition for them. Indeed,
self-reliance is recognition that to achieve sustainable growth and development, people should break away from the vicious circle of dependence and exploitation.

**Concept of Entrepreneurship Education**

With the present unemployment trend in Nigeria, entrepreneurship education has become highly significant for the improvement of the economy. Nwamaradi and Emele (1997) in Idih (1999) state that entrepreneurship education is indeed a missing variable for industrial and economic development of Nigeria. The authors observed that privatization is in vogue today in many parts of the world because of the hopes that it will bring about efficiency.

Abhimanyu (2007) sees entrepreneurship education as enterprise education. The author defines enterprise education as learning directed towards developing in young people those skills, competencies, understanding and attributes which equip them to be innovative and to identify, create, initiate and successfully manage personal business and work opportunities. Entrepreneurship education is not just about teaching someone how to run a business, but also encouraging creative thinking and promoting a strong sense of self worth and accountability. Entrepreneurship cannot be fully discussed in isolation of who an entrepreneur is. This is why Osuala (2004) believed that there is no much dissimilarity between an entrepreneur and entrepreneurship. According to Osuala, what appears to be the difference between the two concepts is that while an entrepreneur is describing the person or the actor, entrepreneurship is talking about the action, efforts, ability, skills, process, or sometimes the business unit itself. Similarly, Ojo and Gbinigie (2006) stressed that entrepreneurship education aims at supporting peoples business knowledge, skills and attitude. Effective entrepreneurship education prepares the recipients to be responsible and enterprising individuals who become entrepreneurs or entrepreneurial thinkers who can contribute to economic development. Aruwa (2006) posits that whoever takes the decisions and the consequent risks is known as entrepreneur.

Similarly, an entrepreneur according to Steinholf and Burgess as cited by Odulami (2002) is a person who organizes, manages and assumes the risk of a business or enterprise. The owner of small business firms may be called entrepreneur because they have chosen to assume risks identify business opportunities, gather resources, imitates action and establish organization to meet some demand or market opportunity. Ojeifo (2012) viewed an entrepreneur as the owner or the manager of business enterprise who through risks and initiative, attempts to make a profit.

Oduma (2012) opined that Entrepreneurship education provides opportunity for youths to master competencies related to core entrepreneurial knowledge, skills and attitudes such as: business opportunity recognition, idea generation and marshalling
resources in the face of risk to pursue opportunities, venture creation and operation, creativity and critical thinking. This is what makes entrepreneurship education distinctive in its focus on realization of opportunity. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education according to Oborah (2006) is structured to achieve the following objectives.

1. Provide meaningful education for the youths which could make them self reliant and subsequently encourage them to derive profit and be self independent.

2. Provide small and medium size companies with the opportunity to recruit graduates who will receive training and tutoring in the skills relevant to the management of small business.

3. Provide graduate with training and support necessary to help them establish a career in small and medium size business.

4. Provide graduates with training in skills that will make them meet the manpower needs of the society.

5. Provide the graduates with enough training in risk management and make uncertainty bearing possible and easy.

The importance of entrepreneurship to any economy is like that of entrepreneurship in any community. Entrepreneurship activity and the resultant financial gain are always of benefit to a country. Acquisition of appropriate skills, abilities and competencies to equip the individual to live, be self-reliant and contribute substantially to the economic development of the society in conspicuously enshrined in the aims and objectives lined to the Nigeria’s current philosophy of education (Agomuo 2002). Agomuo posits that one of the avenues for realizing the noble objective is the improvement of vocational and technical education curriculum which includes entrepreneurship skill. Focusing on the development of a skilled workforce and the expansion of human capacities through high quality systems of entrepreneurship education training, skills acquisition and lifelong learning is important for helping youths and graduates find good jobs and enterprises to find the skilled workers they need. The following strategies according to Ayodele (2006) in Ojeifo (2013) will help to alleviate the problem of entrepreneurship education in the country.

1. There should be some form of genuine school work based learning incorporated in some studies as part of the national economic development strategies. The development of apprenticeship scheme would give new graduates some work skills and experience.

2. Pool local public and private funds to create a small venture capital fund.
3. School based enterprises where students identify potential business, plan, create and operate small business using the school as mini-incubators.
4. Provide small business schools where interested students and community members can participate.
5. Develop entrepreneurship internship programmes matching students with locally successful entrepreneurs with clearly established education programmes.

Similarly, Oduma (2010) recommended the following as strategies for improving the teaching of entrepreneurship education in tertiary institutions’.

a. The business plan development instructional strategy.
b. School/industrial collaboration instructional strategy.
c. Laboratory centered instructional strategy.
d. The case study analysis approach.
e. The computer aided instructional strategy.

Theoretical Framework
This study is based on experiential learning theory. The experiential learning is a theory that is learner centred and operates on the premise that individuals learn best by experience. A good way to describe this theory is “learning by doing”. Experiential learning has the learner directly involved with the material being studied instead of just thinking and talking about the material (Conhan, Grawbowski, and Smith, 2003). The authors further explained that experiential learning is a cyclic process involving setting goals, thinking, planning experimenting and decision making finally, action followed by observing, reflecting and reviewing.

Statement of the Problem
The Nigerian economy, historically, has depended significantly on oil revenues. However in the recent years, the country has been trying to diversify away from dependence on oil by setting an ambitious goal. The country wants to increasingly globalize education through information and communication technology, and entrepreneurship. This is why the former President, Obasanjo, mandated that all students in Nigeria, regardless of their major, will need to study entrepreneurship. Different meanings are ascribed to entrepreneurship education in different tertiary institutions in the country. Some of these programmes commonly present entrepreneurship education programmes in the context of vocational and technical education rather than developing the spirit of entrepreneurship, which is the stimulation of entrepreneurship activities and performance in various disciplines.
Purpose of the Study

The purpose of the study is to find out strategies for improving entrepreneurship education in Nigeria. Specifically, the study identified:

1. The strategies for considered effective for improving entrepreneurship education.
2. The role of Entrepreneurship teachers in fostering entrepreneurship.

Research Questions

The following research questions guided the study:

1. What strategies should be considered effective for improving entrepreneurship Education?
2. What are the roles of entrepreneurship teacher in fostering Entrepreneurship Education?

Hypothesis

Two null hypothesis were tested at 0.05 level of significance

1. There is no significant difference between the mean ratings of teachers on strategies considered effective for improving entrepreneurship education based on location.
2. There is no significance difference between the mean ratings of the role of entrepreneurship teacher in fostering Entrepreneurship Education based on gender.

Method

The study adopted the descriptive survey design. The population of the study consists of 100 entrepreneurship teachers drawn from four tertiary institutions in Kastina State. A census survey involving the entire 100 respondent was used to avoid sampling errors and bias. Hence there was no sampling. The researcher developed questionnaire titled "strategies for improving Entrepreneurship Education ". [SFEE] was used to collect data. The questionnaire consisted of two parts. Part A was the introductory part that elicited information on personal data. While section B developed to Correspond to the specific objectives. The questionnaire was face validated by three lectures. Two from the department of Business Education, Ebonyi State university and one from Centre for Entrepreneurship Development and Research (CEDR) University of Nigeria Nsukka. The cronbach’s alpha method was used to test for reliability of the instrument. To do this, 15 copies of the instrument was distributed to 15 entrepreneurship teachers in kano state. Their responses were analysed and a coefficients of 0.75 was obtained, which is high and
considered adequate for the study. The data collected was analysed using mean for the research questions and t-test for testing the hypothesis at 0.05 level of significance.

**Results**

**Research Question 1**
What strategies should be considered effective for improving entrepreneurship Education?

**Table 1. Mean rating of entrepreneurship Teachers on strategies for improving entrepreneurship education (N = 98)**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Strategies</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Entrepreneurship education should be introduced at various levels of education</td>
<td>4.34</td>
<td>0.75</td>
<td>Needed</td>
</tr>
<tr>
<td>2</td>
<td>There is need for qualified entrepreneurship teachers and instructors at different levels of education</td>
<td>4.66</td>
<td>0.84</td>
<td>Needed</td>
</tr>
<tr>
<td>3</td>
<td>Resource materials like textbook and functional laboratories should be provided in schools</td>
<td>4.42</td>
<td>0.71</td>
<td>Needed</td>
</tr>
<tr>
<td>4</td>
<td>Effective utilization of the instructional materials</td>
<td>4.21</td>
<td>0.99</td>
<td>Needed</td>
</tr>
<tr>
<td>5</td>
<td>Effective utilization of the Laboratories</td>
<td>4.58</td>
<td>0.66</td>
<td>Needed</td>
</tr>
<tr>
<td>6</td>
<td>Successful small business entrepreneurs should be invited to interact with the students on intervals.</td>
<td>4.46</td>
<td>0.69</td>
<td>Needed</td>
</tr>
<tr>
<td>7</td>
<td>students should participate in industrial work experience scheme</td>
<td>4.45</td>
<td>0.76</td>
<td>Needed</td>
</tr>
<tr>
<td>8</td>
<td>Government should provide soft loans for graduates who want to start small business</td>
<td>4.35</td>
<td>0.68</td>
<td>Needed</td>
</tr>
<tr>
<td>9</td>
<td>organize programmes such as entrepreneurial week and awards</td>
<td>4.35</td>
<td>0.94</td>
<td>Needed</td>
</tr>
<tr>
<td>10</td>
<td>Allowing student to practice business on campus</td>
<td>3.98</td>
<td>0.96</td>
<td>Needed</td>
</tr>
<tr>
<td>11</td>
<td>sensitization programmes to gear up the government to release fund for the provision of facilities and equipment</td>
<td>4.48</td>
<td>0.79</td>
<td>Needed</td>
</tr>
<tr>
<td>12</td>
<td>Improved school Industry relationship</td>
<td>4.13</td>
<td>0.74</td>
<td>Needed</td>
</tr>
<tr>
<td>13</td>
<td>Establish an enterprise college to foster the teaching of the required skill</td>
<td>4.37</td>
<td>0.83</td>
<td>Needed</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Mean</strong></td>
<td>4.35</td>
<td>0.80</td>
<td>Needed</td>
</tr>
</tbody>
</table>

In Table 1, the grand mean of the responses of the respondents on the thirteen (13) identified strategies considered effective for improving entrepreneurship education is
4.37 which is greater than the cut-off point value of 3.50 on a 5-point rating scale. This indicated that the respondents agreed that the thirteen (13) identified strategies are effective for improving entrepreneurship education.

**Research Question 2**

What are the roles of entrepreneurship teacher in fostering Entrepreneurship Education? The data for answering the research question five is presented in Table 2 below.

**Table 2: Mean ratings of the responses of entrepreneurship teachers in fostering entrepreneurship education (N = 98)**

<table>
<thead>
<tr>
<th>S/N</th>
<th>Role of entrepreneurship teachers</th>
<th>X</th>
<th>SD</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In-service training for teachers gives room for professional growth</td>
<td>4.28</td>
<td>0.858</td>
<td>Needed</td>
</tr>
<tr>
<td>2</td>
<td>Teachers should update themselves through research, seminars, workshops and conferences</td>
<td>3.93</td>
<td>1.055</td>
<td>Needed</td>
</tr>
<tr>
<td>3</td>
<td>Use different teaching methods in teaching practical topics</td>
<td>4.46</td>
<td>0.952</td>
<td>Needed</td>
</tr>
<tr>
<td>4</td>
<td>Teachers should always give students practical projects and assignments</td>
<td>4.59</td>
<td>0.736</td>
<td>Needed</td>
</tr>
<tr>
<td>5</td>
<td>Brainstorming approaches should be used in classes to identify possible business areas open to fresh graduates</td>
<td>4.18</td>
<td>0.652</td>
<td>Needed</td>
</tr>
<tr>
<td>6</td>
<td>Teachers should be encouraged to start their own business</td>
<td>4.29</td>
<td>0.979</td>
<td>Needed</td>
</tr>
<tr>
<td>7</td>
<td>Teachers should be computer literate in order to obtain global information for effective teaching of entrepreneurship</td>
<td>3.85</td>
<td>1.044</td>
<td>Needed</td>
</tr>
<tr>
<td>8</td>
<td>Teacher should always interact well in the community to get information on the new opportunities.</td>
<td>4.38</td>
<td>0.910</td>
<td>Needed</td>
</tr>
<tr>
<td>9</td>
<td>Teachers should possess technical competency</td>
<td>4.37</td>
<td>0.590</td>
<td>Needed</td>
</tr>
<tr>
<td>10</td>
<td>Possess good motivational skills</td>
<td>4.34</td>
<td>0.806</td>
<td>Needed</td>
</tr>
<tr>
<td>11</td>
<td>Creative</td>
<td>4.49</td>
<td>0.732</td>
<td>Needed</td>
</tr>
<tr>
<td>12</td>
<td>Effective communication and listening skills</td>
<td>3.93</td>
<td>0.87</td>
<td>Needed</td>
</tr>
</tbody>
</table>

**Grand Mean**

3.93 0.87

Data in Table 2 reveals that, the grand mean of the responses of the entrepreneurship teachers on the twelve (12) identified strategies in fostering entrepreneurship education is 4.26 which is greater than the cut-off point value of 3.50 on
a 5-point rating scale. This indicates that the respondents agreed that the twelve (12) strategies are needed in fostering entrepreneurship education.

**Testing of Hypotheses**

**Hypothesis One:**

There is no significant difference between the mean ratings of strategies considered effective for improving entrepreneurship education based on location. The data for testing the first hypothesis is presented in Table 3.

**Table 3: The t–test analysis of the Mean ratings of the responses of teacher on strategies considered effective for improving entrepreneurship education based on location.**

<table>
<thead>
<tr>
<th>SN</th>
<th>Groups</th>
<th>X</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>Std. Error</th>
<th>t- Cal</th>
<th>t-Tab</th>
<th>Level of Sig.</th>
<th>Rmk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Rural</td>
<td>4.36</td>
<td>0.75</td>
<td>12</td>
<td>96</td>
<td>0.41</td>
<td>0.69</td>
<td>2.00</td>
<td>0.05</td>
<td>NS</td>
</tr>
<tr>
<td>2.</td>
<td>Urban</td>
<td>4.31</td>
<td>0.68</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The t-test analysis presented in Table 3 above revealed that the t-calculated (t-cal) value of 0.69 is less than the t-table (t-tab) value of 2.00 at P≤ 0.05 level of significance and at 96 degree of freedom (df). This indicated that, there is no significant difference between the mean ratings of the responses of rural and urban teachers on the strategies considered effective for improving entrepreneurship education. Therefore, the null hypothesis of no significant difference for hypothesis one is accepted.

**Hypothesis Two**

There is no significance difference between the mean ratings of the role of entrepreneurship teacher in fostering Entrepreneurship Education based on gender.
Table 4: The t–test analysis of the Mean ratings of the responses of role of entrepreneurship teacher in fostering Entrepreneurship Education based on gender.

<table>
<thead>
<tr>
<th>SN</th>
<th>Groups</th>
<th>X</th>
<th>SD</th>
<th>N</th>
<th>DF</th>
<th>Std. Error</th>
<th>t- Cal</th>
<th>t-Tab</th>
<th>Level of Sig.</th>
<th>Rmk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>4.31</td>
<td>0.76</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>4.14</td>
<td>0.79</td>
<td>86</td>
<td>96</td>
<td>0.35</td>
<td>0.90</td>
<td>2.00</td>
<td>0.05</td>
<td>NS</td>
</tr>
</tbody>
</table>

The t-test analysis presented in Table 10 above revealed that the t-calculated (t-cal) value of 0.90 is less than the t-table (t-tab) value of 2.00 at P≤ 0.05 level of significance and at 96 degree of freedom (df). This indicated that, there is no significant difference between the mean ratings of the responses of male and female teacher in fostering Entrepreneurship Education. Therefore, the null hypothesis of no significant difference for hypothesis four is accepted.

Discussion of Findings

The findings of the study regarding the first research question showed that the respondents agreed the thirteen identified strategies are effective in improving entrepreneurship education. The identified strategies for improving entrepreneurship education include: Entrepreneurship education should be introduced at various levels of education, Resource materials like textbook and functional laboratories should be provided in schools, students should participate in industrial work experience scheme among others. This findings is in line with the view of Chinonye and Akinbode (2014) who identified the way forward to entrepreneurship to include: need to carry out constant entrepreneurship education evaluation programme to measure the effects of entrepreneurship education on students’ learning, attitudes and behaviours, Universities authorities must make up their minds on a particular method they wish to stick to in the delivering of entrepreneurship as a course to students towards the realization of their entrepreneurial university vision, platform should also be created in our universities to establish networks including entrepreneurship, outside actors and entrepreneurship should be made an inter-disciplinary course and a requirement for graduation organizing programmes such as entrepreneurial week and awards and allowing students to practice business on campus.

The findings of the study in respect of the second research question showed that the respondents agreed that 12 identified strategies are required in fostering entrepreneurship education. Some of the identified strategies include: In-service training.
for teachers gives, teachers should update themselves through research, seminars, workshops and conferences, and teachers should be computer literate in order to obtain global information for effective teaching of entrepreneurship among others. The findings in line with the view of Ezeonwurie (2012) who opined that strategy for fostering entrepreneurship education teachers are, in-service training for teachers gives room for professional growth, and Teachers should update themselves through research, seminars, workshops and conferences.

Conclusion
Entrepreneurship education is a compulsory general studies for students in tertiary institution across the country. It should be seen as a positive step in the right direction. This will go a long way in inculcating into the youths the spirit of self reliance, i.e depend first and foremost on their own ingenuity, resourcefulness and natural resources in achieving material condition for themselves in other to break away from the vicious circle of dependence and exploitation.

Recommendations
The study recommends the following as strategies for improving Entrepreneurship education in Nigeria.
1. All stakeholders must encourage the proposed introduction of Entrepreneurship study across faculties and departments as general courses in the country. The federal government in collaboration with state governments should provide scholarships/bursaries for performing students by way of encouragement.
2. Universities should start to commercialize their research findings instead of leaving them in the shelves.
3. The National Universities Commission (NUC) should as usual set the minimum benchmark of the courses in Nigerian universities. This development should not be politicized, rather, the entire policy frameworks needed for its sustainability and improvement should be provided so as to salvage Nigeria from clutches of poverty.

References


