



## **FOSTERING THE DEVELOPMENT OF 21<sup>ST</sup> CENTURY ENTREPRENEURSHIP BEHAVIOURAL COMPETENCIES AMONG BUSINESS EDUCATION STUDENTS THROUGH EFFECTIVE CURRICULUM DELIVERY**

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### **Abstract.**

*The unprecedented outcry and complaints from National and International bodies acknowledged that while educational challenges in Nigeria is receiving attention and may play a part, there has been a need to determine how business education students behaviour change can be influenced from educational perspective. This study therefore seeks to determine the development of 21<sup>st</sup> Century Entrepreneurship behavioural competencies needed among Business Education Students through effective curriculum delivery. Four research questions guided the study and two null hypotheses were tested. Descriptive survey research design was adopted. The entire population was 72 Business Education lecturers purposively selected from public universities and colleges of education in Anambra State. A 5 point rating scale questionnaire containing 51 items in four clusters which was validated by experts with the internal consistency of 0.80, 0.88, 0.84 and 0.82 was used for data collection. Mean and standard deviation were used to analyse data to answer the research questions and determine the homogeneity or otherwise of the respondents views while the z-test was used to test the null hypotheses at 0.05 level of significance. Findings indicate that entrepreneurship education lecturers agreed that all the entrepreneurship behavioural competencies are provided to the business education students through effective curriculum delivery in tertiary institutions in Anambra State. They agreed on the alleged impracticability of entrepreneurial behavioural competencies in business start up. Based on the findings, it was concluded that entrepreneurship behavioural competencies are required by business education students in tertiary institutions in Anambra State for successful entrepreneurship.*

*Keywords: Entrepreneurship, behavioural competencies, Curriculum delivery*

### **Introduction**

Over the years, there has been an increasingly polarised debate about the role and value of education in finding solutions to entrepreneurs' behavioural crisis. Business owners and captains of industries say that school-leavers are not graduating with the relevant skills for life in the work-place (Imeokpana & Ediagbonya, 2012). Educationist emphasise the need for a rounded education to help individual throughout their life, while policy makers are anxious to see evidence of student progress (The Aldridge Foundation, 2011). With the fast changing economic trends as a result of globalization, the



educational system of Nigeria can no longer afford the luxury of producing manpower that is poorly equipped to grapple with the ever demanding business environment.

Business education is an education programme in Nigeria education system which provides individuals with skills. The type of business education graduates which Nigeria sincerely requires is one that is adequately armed with worthwhile skills, abilities and competencies that can readily ensure their survival in the uncertain world of business and terribly saturated labour markets. Producing business education graduates who are ready to manufacture goods and provide services within the time frame agreed upon with customers influenced the concept of entrepreneurship education (Eze, Ezenwafor & Igberaharha, 2016). According to European Commission (2008) the concept of entrepreneurship learning is not merely limited to commencing business activities; rather the intention is to create a readiness for the practical implementation of different ideas.

Jarvi, (2012) remarked that entrepreneurship can be seen as having many roles as a context, a learning environment and a way of learning. The intention is to inspire awareness of and motivation towards entrepreneurship, to develop identity opportunities with an entrepreneurial mindset. This then agrees with the Nigerian educational policy that has emphasised in its objectives, acquisition of appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live in and contribute to the development of his/her society (FGN, 2004). Given the current economic challenges facing the country with growing consequences for business education graduates unemployment, it has become very important to determine the appropriateness of using entrepreneurship education as a mechanism of teaching behavioural competencies to business education students. Furthermore, 'Enterprising education aims to maximise opportunities for development of enterprising skills, behaviours and attributes in young people in the expectation that these will be utilised, deployed and developed at some future point whatever their career choice might be while entrepreneurship education is aimed more at encouraging people to start a business' (Baden & Prasad, 2016). Researchers reviewed strongly believes that competency do not include knowledge, but do include "applied" knowledge or the behavioural application of knowledge that produces success. In addition, competencies do include skill, but only the manifestation of skills that produce success. Finally, competencies are not work motives, but do include observable behaviours related to motives.

Entrepreneurship competencies therefore are the skills necessary for an enterprise to venture into an enterprise, organise and manage an enterprise ably and competently realise the goal for which the enterprise is established. Recently, entrepreneurship education has been offered among business education students as a way of creating awareness and encouraging them to consider self-reliance, job and career opportunities.



Entrepreneurship education courses aim to develop competency building and address many of these challenges, including the following behavioural competencies: Initiative competencies, Systematic planning competencies, Creativity and innovation competencies, Risk taking and Risk management competencies, Problem solving competencies, Information management competencies, Persuasive and influencing abilities, Persistence competencies and quality performance competencies. According to APEC Member Economies, 21st Century Competencies were defined as the knowledge, skills and attitudes necessary to be competitive in the 21st century workforce. Entrepreneurship education has been introduced at the tertiary institutions to apparently address the relevance of entrepreneurship behavioural competencies because lack of these competencies inhibits the development of new entrepreneurial firm.

Behavioural competencies are certain basic competencies to be acquired by the entrepreneur. The behavioural competencies acquired will determine the type of behaviour exhibited by an entrepreneur in performing various tasks in the discharge of his or her functions. According to (Alberti, Sciascia, & Poli, 2004) some entrepreneurship competencies are latent in the entrepreneur which need to be identified, nursed and nurtured, others are acquired through training and practice. In this study, entrepreneurial behavioural competencies have been defined as non-technical competencies that act as accelerators on business education graduates job performance and satisfaction. These basic competencies need to be acquired by all the entrepreneurs irrespective of the size, location, economic and social dimension. Since these competencies are to be acquired in order to achieve the goals and objectives of education, it is therefore important to review curriculum elements which form the basis for the development and implementation of entrepreneurship.

Curriculum according to Okoye (2012) is defined as an aggregate of all experiences planned for learners under the auspices of the school. In which case, curriculum embraces all the activities and experiences that contribute to the balance development of the learners throughout their academic career. What worries the researcher is why employers still complain of business education graduates as unfit for entrepreneurial firms. What sort of entrepreneurial behaviour competencies are important for business education graduates to make them fit for the entrepreneurial firms? Why are the entrepreneurial behaviour competencies which entrepreneurship education provide not practicable? Who is to take the responsibility for the alleged impracticability?

### **Statement of the Problem**

The expectations for government policies on education to affect business education graduates achievement and national economic development are often high. This is because entrepreneurial firms too often hire for skills and fire for attitude. Hence



the need to introduce into educational systems that are experiencing critical challenges such as poorly prepared business education graduates, poor infrastructure, a lack of teachers and learning materials entrepreneurship education (Samson, 2014). The key question is how entrepreneurship education as an approach can help address these challenges, and provide business education graduates a leap forward in their future employment opportunities. Despite the introduction of entrepreneurship education into the curriculum the unemployment challenges remain daunting. While business education students are trained to embrace self-reliance, job and career opportunities to entrepreneurship education they are often left with no specifically defined and validated behaviours for making their service relevant to their employers. Faced with the often vastly changing circumstances in the society, business education graduates sometimes get confused as to which general principle would work best for a given situation. Instead, curriculum planners often rally to solve problems after a crisis has festered and grown out of proportion. In addition, leaders often assume that entrepreneurship success is based on individual charisma and personality traits. Effective guidelines drawn from validated research findings could help business educators to lead business education graduates in their pursuit of well-being.

The problem of inadequate funding for education basically remains a problem for tertiary institutions, hence business education graduates can hardly demonstrate adequate utilisation of their entrepreneurial behaviour competencies in their work which are seen as the bedrock of their core activities of knowledge economy that is geared towards bridging the gap between the services being provided and meeting the expectations of their employers. According to Emaikwu (2011) despite the pragmatic reforms in educational system which include inter alia, policy formulation, encouragement of public-private sector initiative, setting of minimum standards and huge investment in education, the pertinent question that keeps begging for answer is what type of education should be pursued to provide succour to the contemporary individual and the societal needs in line with realities of global best practices? Thus, the biggest challenge for us is how to bridge the gap from corrupt practices to embracing entrepreneurial behavioural competencies.

### **Purpose of the Study**

The main purpose of this study was to bridge the gap of entrepreneurial behavioural competencies impracticability among business education graduates. Specifically this study sought to:

1. Determine entrepreneurial behavioural competencies that are provided to business education students.



2. Determine why entrepreneurial behavioural competencies which entrepreneurship education provide are not practicable?
3. Determine who is to take the responsibility for the alleged impracticability of entrepreneurship behavioural competencies in business start up?
4. Determine the entrepreneurship behavioural competencies needed by business education graduates to make them fit for the entrepreneurial firms

### **Research Questions**

The study was based on four research questions as follows:

1. What entrepreneurial behavioural competencies are provided to business education students?
2. Why are the entrepreneurial behavioural competencies which entrepreneurship education provide not practicable?
3. Who is to take the responsibility for the alleged impracticability of entrepreneurship behavioural competencies in business start up?

What are the entrepreneurship behavioural competencies needed by business education graduates to make them fit for the entrepreneurial firms?

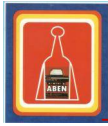
### **Research Hypotheses**

The null hypotheses which guided the study were tested at 0.05 level of significance.

1. There is no significant difference in the mean response of business educators in the universities and colleges of education on the extent to which entrepreneurial behavioural competencies are provided to the students.
2. There is no significant difference in the mean response of male and female business educators in the universities and colleges of education on the extent to which entrepreneurial behavioural competencies are provided to the students.

### **Method**

The study is a descriptive survey conducted in public tertiary institutions in Anambra State. The population comprised 72 business educators in public universities and colleges of education in Anambra State. The instrument for data collection was a validated structured questionnaire with five point rating scale of Very Strongly Agree (VSA), Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). A reliability of the instrument was tested using Cronbach alpha co-efficient, and the internal consistency of 0.80, 0.88, 0.84 and 0.82 was obtained. All distributed questionnaire were retrieved. The data obtained were analysed using mean scores and standard deviation. In taking decisions items with mean score of 3.00 and above were regarded as Agree while items below 3,00 were regarded as *not needed*.



### **Area of the study**

The area of this study was tertiary institutions in Anambra State. Anambra State is one of the states that make up the South East geopolitical zone. With 21 local government areas, Anambra has interstate boundaries with Delta to the west, Imo and Rivers to the south, Enugu to the east and Kogi to the north. Anambra State covers an area of 4,844 km<sup>2</sup> (1,870mi<sup>2</sup> or 0.5% of Nigeria's total land area. There are eight tertiary institutions in Anambra State.

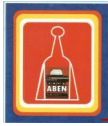
### **Results**

The results of data analysis are shown in Tables 1, 2, 3 and 4.

**Research Question 1:** What entrepreneurial behavioural competencies are provided to the students?

**Table 1: Business educators mean ratings on the entrepreneurial behavioural competencies that are provided to the students through Effective Curriculum Delivery in tertiary institutions in Anambra State.**

S/N	ITEMS	Mean	SD	Remarks
1.	Ability to come up with things or ideas or projects rather than sit and wait until things comes to you. Ability to take initiative	4.12	0.59	Agree
2.	Ability to have a clear idea of what you want to do and be able to present it concisely with confidence and effectively	4.02	1.41	Agree
3.	Ability to bring something new into existence	4.11	1.61	
4.	Risk taking and Risk management competencies	4.13	0.56	Agree
5.	Ability to listen to people and interact well with them Problem solving competencies	3.67	1.51	Agree
6.	Ability to understand what people need Information management competencies,	3.85	0.94	Agree
7.	Persuasive and influencing abilities	4.00	0.39	Agree



**Table 1: Business educators mean ratings on the entrepreneurial behavioural competencies that are provided to the students in tertiary institutions in Anambra State (Continued).**

S/N	ITEMS	Mean	SD	Remarks
8.	Quality performance competencies	4.14	1.83	Agree
9.	Ability to bring new ideas into reality	3.95	0.89	Agree
10.	Ability to improve and reflect upon experience	3.12	0.23	Agree
11.	Risk-taking propensity	3.51	.0.52	Agree
12.	Self-efficacy	3.21.	0.45	Agree
13.	Sense of initiative	3.48	0.69.	Agree
14.	Ability to actively seek learning opportunities	3.56	0.54	Agree
15.	Ability to develop learn in depth	3.94	0.62	Agree
16.	Ability to learn continuously	3.04	0.21	Agree
17.	Ability to successfully transfer prior experience into current practice	3.69	0.38	Agree
18.	Ability to relate and recognize market opportunities	3.98	0.78	Agree
19.	Ability to act on opportunity	3.81	0.95	Agree
20.	Drive and energy ability	3.69	0.38	Agree
21.	Need for achievement ability	3.98	0.78	Agree
22.	Need for autonomy/power ability	3.81	0.95	Agree
	<b>Cluster means</b>	<b>3.66</b>		<b>Agree</b>

Data in Table 1 show the rating of business educators' on entrepreneurship behavioural competencies provided to students in tertiary institutions in Anambra State. Out of the 22

Twenty-two items listed, six items were rated strongly agree while sixteen items were rated agree by the respondents. However, with a mean of means of 3.66 which is above the mid-point of 3.00, the respondents agree that all the entrepreneurship behavioural competencies are provided to the business education students in tertiary institutions in Anambra State. Also, the standard deviation which ranged from 0.21- 0.95 reveal the heterogeneity of the opinion of the respondents.

**Research Question 2:** Why are the entrepreneurial behavioural competencies which entrepreneurship education provide not practicable?



**Table 2:** Business educators mean ratings on why the entrepreneurial behavioural competencies which entrepreneurship education provide are not practicable among business education graduates

S/N	Items	Mean	SD	Remarks
23.	Business education graduates inability to transform vision into reality	3.96	1.94	Agree
24.	Business education graduates shy away from the challenges, fear, and sheer amount of work needed to get things done	3.40	1.87	Agree
25.	Business education graduates lack of being customer focused	3.62	1.74	Agree
26.	Business education graduates inability to break up the complex whole into parts, close examination of the parts and inferring about the whole	3.42	0.05	Agree
27.	Business education graduates lack of fund and inability to manage cash flow well when the business starts to run.	3.89	2.18	Agree
28.	Business education graduates lack of confidence	4.22	1.91	Agree
29.	Business education graduates lack of will power to focus ones energy and work hard towards each and every step that will make the enterprise a success.	3.57	1.82	Agree
30.	Business education graduates inability to identify, assess and mitigate risks	4.01	1.78	Agree
31.	Business education graduates inability to see and act on opportunities	3.57	1.82	Agree
32.	Business education graduates inability to develop a mindset where one is trained to look for business opportunities from everyday experience,	4.11	1.77	Agree
33.	Business education graduates inability to build networks	4.36	1.87	Agree
	<b>Cluster mean</b>	<b>3.83</b>		<b>Agree</b>

The Table 2, above show the mean and standard deviation rating of business educators' in tertiary institutions in Anambra State. Four items were rated strongly agree and seven were rated agree by the respondents. The mean of means of 3.83 shows that all the items were rated above the agreement level of 3.00, which means that the respondents agree that entrepreneurial behavioural competencies which entrepreneurship education provide are not practicable among business education graduates. Furthermore, the standard



deviation of which ranged between 0.05-2.18 shows how wide apart the opinion of the respondents is in rating the items.

**Research Question 3:** Who is to take the responsibility for the alleged impracticability of entrepreneurship behavioural competencies in business start up?

**Table 3:** Business educators mean ratings on who is to take the responsibility for the alleged impracticability of entrepreneurial behavioural competencies in business start up?

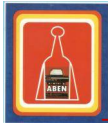
S/N	Items	Mean	SD	Remarks
34.	Federal government	3.96	1.94	Agree
35.	State government	3.40	1.87	Agree
36.	Tertiary institution	3.62	1.74	Agree
37.	Business education offering department	3.42	0.05	Agree
38.	Business educators	3.89	2.18	Agree
39.	Business education graduates	4.22	1.91	<b>Strongly Agree</b>
40.	Curriculum Planners	3.57	1.82	Agree
	<b>Cluster means</b>	<b>3.73</b>		<b>Agree</b>

In Table 3, above shows the mean and standard deviation of respondents of university business educators and college of education business educators in tertiary institutions in Anambra State. One item was rated strongly agree and six were rated agree by the respondents. The result shows that all the items were rated above the agreement level of 3.00. Therefore, the Table 3 items revealed they agreed that all is to take the responsibility for the alleged impracticability of entrepreneurial behavioural competencies in business start up?

**Research Question 4:** What are the entrepreneurship behavioural competencies needed by business education graduates to make them fit for the entrepreneurial firms?

**Table 4: Business educators mean ratings on entrepreneurship behavioural competencies needed by business education graduates to make them fit for the entrepreneurial firms**

S/N	Items	Mean	SD	Remarks
41.	Strategy in supporting entrepreneurship	3.88	1.68	Agree
42.	Pool of financial and human resources	3.84	1.46	Agree
43.	Building a context of cooperation and trust, using contacts and connections, persuasive ability, communication and interpersonal skill.	4.61	1.07	Strongly Agree
44.	Ability to absorb and understand complex	4.69	1.43	Strongly



	information, and risk-taking, and innovativeness			Agree
45.	Ability to set, evaluate and implement the strategies of the firm	4.81	0.46	Strongly Agree
46.	Ability to drive the entrepreneur to move ahead with the business	3.50	1.84	Agree
47.	Ability to support structures they have established	3.88	1.68	Agree
48.	Creativity and innovation ability	3.97	0.45	Agree
49.	Contact with support services ability	3.61	1.07	Agree
50.	Ability to relate to person-to-person or individual-to-group-based interactions	3.81	1.56	Agree
51.	Persistence ability	3.65	1.51	Agree
	<b>Cluster means</b>	<b>4.02</b>		<b>Strongly Agree</b>

The Table 4, above show the mean and standard deviation of respondents of universities business educators and colleges of education business educators in tertiary institutions in Anambra State. Three items were rated strongly agree and eight were rated agree by the respondents. The result shows that all the items were rated above the agreement level of 3.00. Therefore, the Table 4 items revealed they agreed that business education graduates need entrepreneurship behavioural competencies to make them fit for the entrepreneurial firms.

**Table 5:** z-test result of the Mean responses of Colleges of Education Technical and respondents on Universities

	No	X	SD	df	z-Crit	z-Cal	Remark
Type of Institution							
Colleges of Education	37	3.69	1.06				
Technical				79	1.69	1.05	Accepted
Universities	45	3.84	1.11				
Gender							
Male	37	3.69	1.06				
Female	45	3.84	1.11	79	1.69	1.05	Accepted



### **Discussion of the Findings**

The findings agreed with the observations made by Bergevoet, Ondersteijn, Saatkamp, Van Woerkum, & Huime (2004) that the goals, objectives and attitudes are a determinant of strategic and entrepreneurial behaviour and will, therefore, result in differences in the size of an enterprise. The theory states that a person's behaviour results from his/her goals and intentions, attitudes, perceived behavioural control and social norms. This being the case there is need for business educators to inculcate in their student's entrepreneurship behavioural competencies. The findings also agreed with (Ademiluyi, 2007 cited in Umoru, 2011) who stated that skills and values are indispensable to effective entrepreneurship. Gray (1998) commented that a lot of entrepreneurial behaviours focused on finding the characteristics that set entrepreneurs and their firms apart from others. It is now widely accepted that, apart from the start up phase, most small firms are more concerned about survival rather than growth.

According to Madatta (2011) the Schumpeterian tradition, stated that an entrepreneur is a person who identifies a market opportunity and transforms it into a profitable economic value. Entrepreneurship is the quality of the person which includes both attitude (disposition to take responsibility for risk and outcomes) and behaviour (set of actions necessary to implement a venture). Therefore business education graduates do not practice entrepreneurial behaviours as indicated in their lack of confidence and inability to identify, assess and mitigate risks among others.

Surveys conducted nationwide, the single most important issue for most Nigerians today is job creation. In spite of the economic growth recorded in recent years, the economy is simply not growing to absorb the numbers joining the labour market each year (Nigerian Muse, 2006). Eze et al (2016) found out that Nigerian government made entrepreneurship education a compulsory course in all higher institutions to equip graduates with entrepreneurship competencies. The authors stated that it is surprising that it is disappointing that many business education students are circulating curriculum vitae in search of scanty employment opportunities because they appear not to adequately possess entrepreneurial competencies that are needed for self-employment.

Referring to 2014 EFA Global Monitoring Report, there was a call for more effort to be made to ensure that children actually learn when they go to school, which can be achieved when governments invest in well-qualified and motivated teachers (UNESCO 2014). In academic or general education as well as in Technical and Vocational Education and Training (TVET), teachers are the backbone of education and training systems.



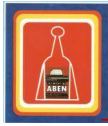
## **Conclusion**

The research work which is Fostering the Development of 21<sup>st</sup> Century Entrepreneurship Behavioural Competencies among Business Education Students through Effective Curriculum Delivery showed that behavioural competencies are basic competencies to be acquired by an entrepreneur. Entrepreneurship behavioural competencies are required by an entrepreneur to venture into an enterprise, organise an enterprise, manage an enterprise and run an enterprise competitively, realise the goals for which the enterprise is established and take the enterprise to the success levels.

## **Recommendations**

Based on the research findings the following recommendations were made:

1. Business Educators should emphasis on the need for business education students who are trained for business and about business to acquire entrepreneurship behavioural competencies provided for their success in business.
2. Business education curriculum should embrace teaching of positive behaviours that will help their graduates succeed in business.
3. Every education stakeholder in the country should be involved in promoting entrepreneurship behavioural competencies.
4. To solve the unethical practices among entrepreneurs in our society, the curriculum should be developed in the context of entrepreneurship behavioural competencies as a driving force.



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