CHALLENGES OF AND STRATEGIES FOR REPOSITIONING ENTREPRENEURSHIP EDUCATION IN SELECTED PUBLIC TERTIARY INSTITUTIONS IN OGUN STATE

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Abstract
The study examined the challenges and strategies for repositioning entrepreneurship education in selected public tertiary institutions in Ogun State. The descriptive survey research design was adopted for the study. The sample comprised 120 lecturers drawn from six (6) tertiary institutions in the state. A well-structured questionnaire was used to gather data for the study. Two research questions and two null hypotheses were used to guide the study while frequency tables, mean, standard deviation and t-test statistics were used to analyze the data gathered. Findings revealed that challenges confronting entrepreneurship education include underfunding, poor orientation, inadequate infrastructure and facilities, overcrowded classes. Strategies for repositioning entrepreneurship include: outsourcing, internship, adequate funding and emphasis on practical. It was recommended that institutions and industries should collaborate to promote entrepreneurship education.

Keywords: Entrepreneurship Education, Business Education, Tertiary Institutions.

Introduction
In contemporary Nigeria the need for functional entrepreneurship education in the nation’s education system has become more pronounced than ever before. This situation has become very dicey due to the fact that the global economy is becoming more competitive and more complex. Invariably the Nigerian economy has fallen into recession after many decades of over-reliance on mono-product i.e. crude oil. In order to arrest the situation there is need for a radical change in the education system and one of the most effective instruments of changes is entrepreneurship education. It is noteworthy that the rationale for entrepreneurship education has been enunciated in the National Economic Empowerment and Development Strategy (NEEDS) which was localized at the state and local government levels as State Economic Empowerment and Development Strategy (SEEDS) and Local Economic Empowerment and Development Strategy (LEEDS) (Central Bank of Nigeria, 2004).

Meanwhile the center for democracy and development (CDD, 2007) observed that education in all aspects, including entrepreneurship education has been acknowledged as the engine of growth for national development. Entrepreneurship education has been defined by Asuquo (2011) as a carefully planned programme of instruction in institutions...
of higher learning such as a university aimed at making it possible for students to acquire entrepreneurial skills and competencies that will enable them to establish, manage and sustain their individual businesses.

Entrepreneurship education is also aimed at developing in students, relevant life-long and life-coping skills, ideals and managerial abilities necessary for entrepreneurship. According to Osuala (2004), entrepreneurship education is required by potential and prospective entrepreneurs to guard against failure in their future venture undertaking. Onojetah (2012) observed that this definition is important because entrepreneurship is a risky and an uncertain venture. The subject of entrepreneurship education has been described as dealing with learning the skills required by entrepreneurs in order to assume the risks and uncertainties associated with establishing and managing a business concern (Inegbenebor, 2006).

Furthermore, entrepreneurship education can be described as the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into business that is relatively small in nature for future advancement of the business (Aminu, 2009). Kurato (2003) viewed entrepreneurship education as education that embraces skill building programme, creative thing, product development and marketing negotiation, leadership training and wealth generation. According to Inije (2011), the goal of entrepreneurship education is to teach young people to see business opportunities, ideals and act on them promptly in order to take advantage of the situation. It should be noted that entrepreneurship education does not stop at imparting knowledge alone but ability to teach entrepreneurial skill acquisition in various disciplines of study that a potential entrepreneur might need such as managerial skill, accounting and financial competencies, important marketing and general business competencies.

For about two decades entrepreneurship has been introduced into the curricula of tertiary institutions in an attempt to stem the tide of graduate unemployment. In some instances, entrepreneurship has been mounted as a full-fledged programme of study. It is however disheartening to note that minimal impact has been felt as graduate unemployment increases year after year. Majority of the teeming population of graduates churned out of our tertiary institutions still roam the street in an elusive search for the proverbial white-collar jobs.

Inegbenebor (2005) identified the following as major challenges which must be discussed and addressed if entrepreneurship education is to attain the desired goals of vocational education. The challenges are:

a) Orientation of students: Many students are not interested in entrepreneurship because of while-collar job mentality.

b) Orientation of school administrators: Many school administrators are largely ignorant of the value and national competitiveness and development.
c) What to teach and to whom: There is the need to study the entrepreneurship educational needs of students, the community and society in designing entrepreneurship programmes.

d) Engagement of ill-prepared academics to teach entrepreneurship.

e) Dearth of teaching materials especially case materials that are suitable for teaching entrepreneurship in Nigerian schools.

f) Uncoordinated and weak institutional support for entrepreneurship education. Furthermore, Babalola (2010) reported that the major challenges confronting entrepreneurship education include:

a. Poor funding and infrastructure
b. Unstable socio-political climate
c. Lack of harmonized entrepreneurship education
d. Harsh business environment

In like manner, Onojetah (2012) observed that there is a wide gap between available manpower in the right mix, number and quality to sufficiently and effectively mount entrepreneurship programme capable of producing the needed entrepreneurs of tomorrow. There is also the challenge of infrastructural and instructional facilities. Available infrastructure is inadequate and not conducive for entrepreneurship education while instructional facilities are non-existent and where they exist, they are obsolete, inadequate, not functional and are hardly used because of erratic electricity supply. Other notable challenges are non-use of appropriate teaching strategies by entrepreneurship education teachers and over-crowded classes.

In order to achieve viable entrepreneurship education that will enhance sustainable development in Nigeria, the following strategies according to Arogundade (2011) citing Ayodele (2006) will help to tackle challenges of entrepreneurship education in Nigeria:

- Developing apprenticeship schemes that will give new graduates some work skills and experience.
- Pooling local public and private funds to create a small venture capital fund
- Establishing school based enterprises where students identify potential businesses, plan, create and operate small business using the school as mini incubators.
- Providing small business schools were interested students and commenting members can participate
- Developing entrepreneurship internship programmes by matching students with locally successful entrepreneurs with clearly established education programmes.
- Establishing an enterprise college aimed at fostering sets required for entrepreneurship to serve as skill acquisition centers for the youth.
Finally, a study conducted by Ikenga and Enenmo (2012) to examine the strategies that would promote entrepreneurship development in Nigeria and challenges confronting entrepreneurship development in Nigeria. The study was a research survey that was guided by two research questions and two hypotheses tested at 0.05 level of significance. An instrument titled “Strategies and challenges of entrepreneurship development in Nigeria” (SCEDN) was developed and validated by the researchers. The 18 item questionnaire was distributed to 66 respondents, which consisted of 46 vocational educators and 20 technical educators from the Federal College of Education (Technical), Asaba and College of Education, Agbor, Delta State respectively. The data collected were statistically analyzed using the weighted mean, standard deviation and t-test statistics. The outcome of the study revealed that exposing students to career talk on how to run a small business, teaching the students the rudiments of entrepreneurship and creating a mind set by assisting the students to develop positive mental attitude towards setting up a business, are strategies to be adopted, while the dearth of competent teachers and the inability to identify business opportunities are some of the challenges confronting entrepreneurship development. It is on this premise that this study sought to examine the challenges of and strategies for repositioning entrepreneurship education in selected public tertiary institutions in Ogun State, Nigeria.

**Statement of the Problem**

Despite the fact that entrepreneurship education is no longer a new inclusion in the curricular of tertiary institution in Nigeria it is baffling that the level of unemployment and the resultant poverty has been rising astronomically. Azih (2011) noted that the high level of failure of business set up by entrepreneurs poses a great challenge to business educators that train the graduates on development of entrepreneurial skills. Ubogu (2010) also observed that graduates of business schools were ill prepared to handle the types of problems encountered in starting new firms and managing them to fruition. The pertinent questions that readily come to mind are: how functional is the entrepreneurial training given to undergraduates in tertiary institutions? Do undergraduates acquire the relevant entrepreneurial skills to effectively function in the highly competitive and dynamic business world? And why is the problem of graduate unemployment yet to abate in Nigeria after many years of the inclusion of entrepreneurship into the curriculum? It is this worrisome situation that prompted the researcher to examine the challenges of and strategies for repositioning entrepreneurship education in selected public tertiary institutions in Ogun State.

**Purpose of the Study**

The main purpose of this study was to assess the challenges and strategies for repositioning entrepreneurship education in tertiary institutions.
Specifically the study sought to:
- Identify the challenges militating against entrepreneurship education in tertiary institutions.
- Ascertain the strategies for repositioning entrepreneurship education in tertiary institutions.

Research Questions
The following research questions were raised to guide the study:
1. What are the challenges militating against entrepreneurship education in tertiary institutions?
2. What strategies should be adopted for repositioning entrepreneurship education in tertiary institution?

Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance.
1. There is no significant difference in the ways male and female lecturers perceive the challenges facing entrepreneurship education in tertiary institutions.
2. There is no significant difference in the ways male and female lecturers perceive the strategies for repositioning entrepreneurship education in tertiary institutions.

Method
The study adopted the descriptive survey research design while the population consisted of all lecturers from departments offering entrepreneurial courses in seven federal and state government owned universities, polytechnics and colleges of education. The sample comprised 120 lecturers drawn from, Federal University of Agriculture, Abeokuta (FUNAAB), Federal College of education, Abeokuta, Tai Solarin University of Education, Ijebu Ode, Tai Solarin College of Education, Omu-Ijebu, Federal Polytechnic, Ilaro, Olabisi Onabanjo University, Ago-Iwoye and Moshood Abiola Polytechnic, Abeokuta. The simple random sampling technique was adopted.

A well-structured questionnaire was used as instrument for data collection while the data gathered were analyzed using the frequency table, mean, standard deviation and t-test statistics.
Results

Research Question 1: What are the challenges militating against entrepreneurship education in tertiary institutions?

Table 1: Mean responses on challenges of entrepreneurship education.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Challenges</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inadequate fund</td>
<td>3.89</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Inadequate infrastructure</td>
<td>3.81</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Insufficient instructional facilities</td>
<td>3.85</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Inappropriate teaching strategies</td>
<td>3.72</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Shortage of qualified personnel</td>
<td>3.87</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Wrong orientation of students</td>
<td>3.89</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Wrong orientation of students</td>
<td>3.89</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Overcrowded classes</td>
<td>3.70</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Overemphasis on theory</td>
<td>3.67</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>Unstable socio-political climate</td>
<td>3.90</td>
<td>Agree</td>
</tr>
</tbody>
</table>

N = 600, Grand mean = 3.81, SD = 0.27

With a grand mean of 3.81 and standard deviation of 0.27, table 1 revealed that all the items were regarded as challenges confronting entrepreneurship education in public tertiary institutions in Ogun State.

Research Question 2: What are the strategies for repositioning entrepreneurship education in public tertiary institutions?

Table 2: Mean responses on strategies for repositioning entrepreneurship education in public tertiary institutions.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Strategies</th>
<th>Mean</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Exposure of students to career talk</td>
<td>3.81</td>
<td>Agree</td>
</tr>
<tr>
<td>2.</td>
<td>Use of games and simulations</td>
<td>3.62</td>
<td>Agree</td>
</tr>
<tr>
<td>3.</td>
<td>Adequate use of workshops, laboratories and practical.</td>
<td>3.51</td>
<td>Agree</td>
</tr>
<tr>
<td>4.</td>
<td>Excursion to business organizations</td>
<td>3.76</td>
<td>Agree</td>
</tr>
<tr>
<td>5.</td>
<td>Planned interaction with successful entrepreneurs</td>
<td>3.46</td>
<td>Agree</td>
</tr>
<tr>
<td>6.</td>
<td>Pooling local public and private funds to create a small venture capital fund</td>
<td>3.76</td>
<td>Agree</td>
</tr>
<tr>
<td>7.</td>
<td>Internship programmes linking students with locally successful entrepreneurs</td>
<td>3.91</td>
<td>Agree</td>
</tr>
<tr>
<td>8.</td>
<td>Development of apprenticeship schemes for undergraduate</td>
<td>3.70</td>
<td>Agree</td>
</tr>
<tr>
<td>9.</td>
<td>Collaborative teaching through out-sourcing and in-sourcing of experts/practicing entrepreneurs</td>
<td>3.75</td>
<td>Agree</td>
</tr>
<tr>
<td>10.</td>
<td>Creation of enabling environment for small businesses</td>
<td>3.85</td>
<td>Agree</td>
</tr>
</tbody>
</table>

N = 600, Grand mean = 3.76, SD = 0.46
Table 2 indicated that the respondents agreed that all the items are strategies for repositioning entrepreneurship education in tertiary institutions.

**Hypothesis One:** “There is no significant difference in the ways male and female lecturers perceive the challenges confronting entrepreneurship education”.

**Table 3:** Summary of t-test analysis of male and female lecturers’ perception of challenges confronting entrepreneurship education.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>P</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>55</td>
<td>3.64</td>
<td>0.33</td>
<td></td>
<td>1.20</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Females</td>
<td>65</td>
<td>3.48</td>
<td>0.38</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results in table 3 revealed that there was no significant difference in male and female lecturers’ perception of challenges confronting entrepreneurship education since t-cal (1.20) < t-tab (1.96). Therefore the null hypothesis was accepted.

**Hypothesis Two:** “There is no significant difference in the ways male and female lecturers perceive the strategies for reposition entrepreneurship education.

**Table 4:** Summary of z-test analysis of male and female lecturers’ perception of strategies for repositioning entrepreneurship education.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>t-cal</th>
<th>P</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>55</td>
<td>3.50</td>
<td>0.38</td>
<td></td>
<td>0.75</td>
<td>0.05</td>
<td>Accepted</td>
</tr>
<tr>
<td>Females</td>
<td>65</td>
<td>3.61</td>
<td>0.34</td>
<td>119</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The results in table 4 indicated that there was no significant difference in the ways male and female lecturers’ perception of the strategies for repositioning entrepreneurship education since t-cal (0.75) < t-tab (1.96), thus the null hypothesis was accepted.

**Discussion of Findings**

Table 1 revealed that challenges confronting entrepreneurship education in tertiary institutions include: underfunding, poor orientation of students and school administrators, inadequate facilities and shortage of qualified personnel among others. This finding supported the observations of Inegbenebor (2005), Babalola (2010 and Onojetah (2012) that entrepreneurship education is confronted by a myriad of problems.

Table 2 indicated that strategies for repositioning entrepreneurship education are: Excursion, internship programmes, training and retraining of lecturers among others. This finding buttressed the findings of Ikenga and Enenmo (2012) that exposure of students to practical aspects of entrepreneurship and interaction with successful entrepreneurs are some of the strategies for entrepreneurial development.
In table 3, it was shown that there was no significant difference in the ways male and female lecturers perceived the challenges confronting entrepreneurship education. This finding corroborated the findings of Ikenga and Enenmo (2012) that there was no significant difference in vocational and technical educators’ perception on the challenges confronting entrepreneurship education in Nigeria.

Finally, table 4 revealed no significant difference in the ways male and female lecturers perceived the strategies for repositioning entrepreneurship education. This finding supported the findings of Ikenga and Enenmo (2012) that vocational and technical educators did not differ significantly in their perception on the strategies that would promote entrepreneurship development in Nigeria.

Conclusion
The results of this study have shown that entrepreneurship education in tertiary institutions is hampered by a myriad of challenges which include: under funding, over-emphasis on theories, dearth of competent experts and hostile environment among others. It was equally revealed that these challenges are surmountable if strategies are adopted to reposition entrepreneurship education. Some of the strategies include: adequate funding, entrepreneurial mentoring, constant training of instructors, institution/industry collaboration. These strategies, if properly implemented would go a long way in tackling the scourge of graduate unemployment currently bedeviling Nigeria.

Recommendations
Based on the conclusion of the study, the following recommendations were made:
1. There should be collaborative efforts to ensure adequate funding to cater for all the requirements of entrepreneurship education.
2. Furthermore, there is the need to provide adequate and conducive infrastructure as well as adequate and functional instructional facilities.
3. Institutions should establish functional practice firms where students can practice the art and science of entrepreneurship.
4. Finally entrepreneurship teachers should adopt dynamic teaching strategies.
References


