

ADEQUACY OF ENTREPRENEURSHIP RESOURCES FOR PRACTICAL SKILL ACQUISITION AND EFFECTIVE DELIVERY OF CORE BUSINESS EDUCATION INSTRUCTION IN DIGITAL ERA

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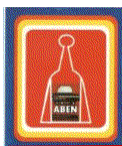
Abstract

The study assessed adequacy of entrepreneurship resources for practical skill acquisition and effective delivery of core business education instruction in digital era in south-eastern Nigeria. Two research questions were answered while two hypotheses tested. Descriptive survey research design was adopted in carrying out the study. The sample for the study was 226 Business Educators (96 from universities and 130 from Colleges of Education). The instrument for data collection was 19-item questionnaire face validated by three experts. The Cronbach Alpha reliability coefficients of the instrument were 0.77 and 0.80 for clusters one and two respectively. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. Data were analysed using mean, standard deviation and t-test statistics. The results showed that there are inadequacies in practical experience time schedule and funding of entrepreneurship centres in favour of Business Education instructions. No significant ($p < 0.05$) differences in the mean ratings of the responses of Business Educators from Universities and Colleges of Education 14 out of the 19 items in the instrument whereas, there are significant ($p < 0.05$) differences in their responses of the respondents on the remaining 4 items in the study. Based on the findings, the study among others recommended that school management should make adequate provision for practical experience time schedule in favour of Business Education students in entrepreneurship centres in the tertiary institutions.

Keywords: Entrepreneurship Education, Business Education, Effective delivery and Resources, Digital Era, Nigeria.

Introduction

The role of entrepreneurship education in national growth and development is undoubtedly crucial. Entrepreneurship education is made up of all kinds of experiences that give students the ability and vision of how to access and transform opportunities of different kinds (Olorundare and Kayode, 2014). Entrepreneurship education is a process aimed at providing learners with knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. According to Emeratun (2008), entrepreneurship education focusses on those attitudes and skills that are necessary for the individual to respond to its business environment in the process of conserving, starting and managing a business enterprise. It is the type of education designed to change



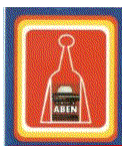
the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business. Adeyemi (2021) stated that entrepreneurship education has been embraced in Nigeria by both the citizens and the government. This is because it has helped to reduce the rate of poverty among Nigerians and has increased the economic standard of the country.

Entrepreneurship education has made significant contribution that is not only important for self-development of an individual but also to the nation at large (Nwanorue, 2019). The most important contributions of entrepreneurship education in Nigeria as enumerated by Nwanorue (2019) include: increased job creation, increase in individual competence and self-development, economic growth, agent of social change, promotion of innovation, research, and development, national and regional development. The target in entrepreneurship education is to ensure that all tertiary institution graduates are exposed to the rudiment of small scale business establishment and operations on graduation. The introduction of entrepreneurship education in tertiary institutions was necessitated by the growing rate of unemployment in the country. With skills acquired through entrepreneurship education, graduates of tertiary institutions can turn their education into productive business ventures thereby making them not only employable but also creating jobs for others on completion of training from entrepreneurship centres in tertiary institutions.

Entrepreneurship centres are structures constructed and equipped with necessary learning materials and human resources where tertiary education students are trained to enable them build an entrepreneurial culture (Okojie, 2008). It supports entrepreneurial education, outreach programs and grant students service concepts for new ventures. Onyia (2009) noted that entrepreneurial capacity through properly equipped centres enable the recipients to be innovative as well as develop capacity for identification, creation and initiation of inter-personal business communication and create job opportunities. Equipped entrepreneurship centres allow students to be exposed to different practical business skills and knowledge that are aimed at helping them to be innovative and build capacity for harnessing and utilizing business opportunities in the current digital era.

Education globally is one of the significant sectors to witness revolutionary changes in recent times through digital teaching and learning. Digital Education is the panacea for this anathema of education all over the globe and it is in particular a blessing for developing countries which chronically suffer from ailments of access and affordability (Satish, 2015). According to Grand-Clement (2017), the digital world is increasingly penetrating the education and skills domain, with technology gradually being used to deliver education, knowledge and skills in new and innovative ways. This penetration is coupled with future changes to the mode and pattern of work, which are themselves affected by the current climate of economic uncertainty, as well as by political shifts. Education is slowly looking at technology as an opportunity to develop teaching methods and resonate with students on a technology level; regardless of age, almost everyone owns a smartphone. Ali (2018) stated that ways in which digital education is transforming teaching methods include: smart class, being digitally updated, encouraging online tests, supporting online research and creating communities.

The target of entrepreneurship education in Nigerian institutions of higher learning in this digital era is to turn the graduates into self-reliant and job creating personalities. However, the effort in the introduction of entrepreneurship education seems not to be yielding the desired results. Thus, many graduates in their increasing numbers have continued to flood both rural and urban centres looking for non-existing white-collar jobs. It is worrisome that such numbers of youths who are capable of contributing to the productive growth of the economy in the current technological and digital age are lavishing without being engaged in productive sectors. The situation seems to be getting worse by the gross inadequacy in funding of public education in Nigeria. Azenabor (2021) hinted that inadequate funding of education in Nigeria is the greatest developmental problem as



today's public education in the country remains chronically underfunded, Business Education inclusive.

Business education as a discipline is an aspect of general education that builds in the students the needed skills, value and competencies required in the labour market. Business education programme is one of the courses offered in tertiary institutions that provide marketable skills in the five major areas of accounting, office technology and management (OTM) and marketing/distributive occupations, consumerism and entrepreneurship. Ekoh (2015) stated that the aim of Business Education is to train the students for jobs and also to help workers update their job skills. Business Education is a subset of vocational education that deals with contemporary business opportunities and digital advantages in global market. There is no doubt that the entrepreneurship training centres will provide real learning environment and equip learners especially Business Education students in various crafts and trades taking advantage of the digital era. It is based on this background that this study examined adequacy of entrepreneurship practical skill acquisition and funding for effectiveness of core Business Education instruction in digital era.

Purpose of the Study

The purpose of the study was to assess the adequacy of entrepreneurship resources for practical skill acquisition and effective delivery of core Business Education instruction in digital era. The study specifically assessed adequacy of:

1. Practical experience time schedule for Business Education students in entrepreneurship centers in tertiary institutions in South-East, Nigeria.
2. Funding of entrepreneurship centers for Business Education instructions in tertiary institutions in South-East, Nigeria.

Research Questions

The following research questions were answered in line with the specific purposes:

1. How adequate is practical experience time schedule for Business Education students in entrepreneurship centers in tertiary institutions in South-East, Nigeria.
2. How adequate is entrepreneurship centers funds in favour of Business Education instructions in tertiary institutions in South-East, Nigeria.

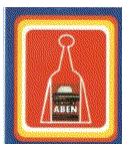
Research Hypotheses

The following null hypotheses were tested at 0.05 level of significance

- H₀₁:** There is no significant difference in the mean ratings of Business Educators in Universities and Colleges of Education on the adequacy of practical experience time schedule for Business Education students in entrepreneurship centers in tertiary institutions in South-East, Nigeria.
- H₀₂:** There is no significant difference in the mean ratings of Business Educators in Universities and Colleges of Education on adequacy of funds in entrepreneurship centers in favour of Business Education instructions in tertiary institutions in South-East, Nigeria.

Methods

The study was carried to examine the adequacy of entrepreneurship resources for practical skill acquisition and effective delivery of core Business Education instruction in digital era, using South-east, Nigeria as a case study. Two research questions were developed and answered by the study while two hypotheses were tested. Descriptive survey research design was adopted for carrying out the study. Descriptive survey, according to Rouse (2019) is a research design that deals with collection of data by asking individuals questions either in person, on paper, by phone or online using questionnaire through primary research which is the gathering of first-hand data from its



source. In this study, structured questionnaire was administered to Business educators and students from tertiary institutions in southeast Nigeria for data collection.

The population for the study was 226 Business Educators in public tertiary institutions offering Business Education programmes in southeast Nigeria. This include: 96 Business Educators from public universities and 130 Business Educators from public Colleges of Education. Due to the manageable size of the population, the entire 226 Business educators were involved as respondents, hence, there was no sampling for the study. The data for the study were collected using a structured questionnaire. The instrument consists of two parts (A and B). Part A was designed to obtain data on the adequacy of the practical experience time schedule for Business Education students in entrepreneurship centres in tertiary institutions, while Part B was designed to collect data on the adequacy of funding of entrepreneurship centres for Business Education instructions in tertiary institutions. The response options for the instrument are: Very Adequate (VA); Adequate (A); Inadequate (IA) and Very Inadequate (VI) with corresponding values of 4, 3, 2 and 1 respectively. The instrument was subjected to face validation. Three experts, two from Technology and Vocational Department Nnamdi Azikiwe University and one from measurement and evaluation, from Ebonyi State University Abakaliki, were used for the face validation exercise.

The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire to 15 Business educators from University of Benin, Edo State. Data collected from the trial testing were analysed using Cronbach Alpha reliability technique which yielded reliability coefficients of 0.77 for cluster one and 0.80 for cluster two. Data were collected using personal contact approach with the help of 9 research assistants. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. The data collected were analysed using mean and standard deviation for answering the two research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. Using cut-off point of 2.50 on the 4-point rating scale measuring instrument, items with mean values of 2.50 and above were interpreted as Adequate (ADQ) while items with mean values below 2.50 were interpreted as Inadequate (INA). The hypothesis of no significant difference was accepted when the p-value was greater than the 0.05 level of significance but rejected when the p-value was less than the 0.05 level of significance.

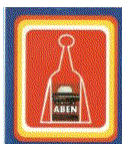
Results

Research Question One

How adequate is practical experience time schedule for Business Education students in entrepreneurship centres in tertiary institutions in South-East, Nigeria.

Table 1: Adequacy of practical experience time schedules for Business Education courses in entrepreneurial centres in tertiary institutions in South East, Nigeria (n = 215)

SN	How adequate are:	\bar{x}	SD	Rmks
1	Practical time schedule for the acquisition of office soft skill	2.86	0.91	ADQ
2	Practical time schedule for the acquisition of inter-personal communication skills	2.55	0.74	ADQ
3	Adequacy of practical time schedule for the acquisition of distributive skills	2.26	0.86	INA
4	Practical time schedule for the acquisition of modern office files skills	2.31	0.87	INA
5	Practical time schedule for skills acquisition in manufacturer's representative function	2.27	0.84	INA
6	Practical time schedule for skills acquisition in internet usage	2.41	0.76	INA
7	Practical time schedule for skills acquisition in Corel draw	2.25	0.88	INA



8	package Practical time schedule for skills acquisition in management of information system	2.68	0.72	ADQ
9	Practical time schedule for the acquisition of skills in feasibility study writing	2.24	0.97	INA
10	Practical time schedule for office skills acquisition	2.48	0.89	INA
Grand Mean		2.43	0.81	INA

Note: \bar{x} = Mean, **SD** = Standard Deviation, **ADQ** = Adequate; **INA** = Inadequate.

From the data presented in table 1 above, it was revealed that the mean ratings of the responses of the respondents on items 3, 4, 5, 6, 7, 9 and 10 are 2.26, 2.31, 2.27, 2.41, 2.25, 2.24 and 2.48 respectively which are below the cut-off point value of 2.50 on 4-point rating scale. This indicates that the seven items of practical experience time schedules for Business Education courses in entrepreneurial centres are “inadequate” in tertiary institutions in South-East, Nigeria. The mean value of the remaining three items in the table, specifically, items 1, 2 and 8 are 2.86, 2.55 and 2.68 respectively which are greater than cut-off point value of 2.50 on 4-point rating. This implies that the three items of practical experience time schedules for Business Education courses in entrepreneurial centre are “adequate” in tertiary institutions in South-eastern states of Nigeria. The standard deviation values of the 10 items in the table ranged from 0.72 to 0.97 which indicated that the responses of the respondents were close to the mean and one another.

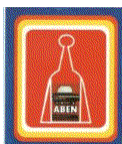
Research Question Two

How adequate is entrepreneurial centers funds in favor of Business Education instruction in tertiary institutions in South-East, Nigeria?

Table 2: Adequacy of Funds in Entrepreneurial Centres in Favour of Business Education in Tertiary Institutions in South East, Nigeria (n = 215)

SN	How adequate are:	\bar{x}	SD	Rmks
1.	Funds to procure equipment and teaching materials	2.29	0.99	INA
2.	Funds to train and retrain business educator for effective teaching and learning facilities under the entrepreneurial centres	2.40	0.86	INA
3.	Funds to sponsor students excursions under the entrepreneurial centres	2.33	0.95	INA
4.	Funds to improve business education linkage arrangements	2.24	0.85	INA
5.	Funds to business education students' entrepreneurial skill acquisition exchange programmes through tertiary education trust fund (TETFUND)	3.08	0.65	ADQ
6.	Funds from Association of Business Educators of Nigeria in favor of business education students	2.41	0.73	INA
7.	Funds from Students contributions for practical work in the centre	2.27	0.80	INA
8.	Funds from students departmental levies	2.37	0.76	INA
9.	Funds from Business education Alumni Association	2.36	0.82	INA
Grand Mean		2.41	0.80	INA

Note: \bar{x} = Mean, **SD** = Standard Deviation, **ADQ** = Adequate; **INA** = Inadequate.



The data presented in table 2 above showed that the mean ratings of the responses of the respondents on items 1, 2, 3, 4, 6, 7, 8 and 9 are 2.29, 2.40, 2.33, 2.24, 2.41, 2.27, 2.37 and 2.36 respectively were below the cut-off point of 2.50 on 4-point rating scale. This shows that the level of funding of entrepreneurial centres in favour of Business Education instruction is “inadequate” as regards the 8 identified funding items in tertiary institutions in South East, Nigeria. The mean value on items 5 was 3.08 which were greater than the cut-off point value of 2.50 on 4-point rating scale. The standard deviation values of the 9 items in the table ranged from 0.73 to 0.99 which indicated that the responses of the respondents were close to the mean and one another.

Testing of Hypotheses

Hypothesis One

There is no significant difference in the mean ratings of Business Educators in Universities and Colleges of Education on the adequacy of practical experience time schedule for Business Education students in entrepreneurship centres in tertiary institutions in South-East, Nigeria.

Table 3: t-test statistics of mean ratings of Business Educators in Universities and Colleges of Education on adequacy of practical experience time schedules for Business Education courses in entrepreneurial centres in tertiary institutions.

SN	How adequate are:	UNI = 92		COED = 123		p-value	Rmk
		\bar{x}_u	SD _u	\bar{x}_c	SD _c		
1	Practical time schedule for the acquisition of office soft skill	2.88	0.89	2.84	0.93	0.54	NS
2	Practical time schedule for the acquisition of inter-personal communication skills	2.69	0.73	2.40	0.75	0.02	S*
3	Adequacy of practical time schedule for the acquisition of distributive skills	2.26	0.87	2.25	0.85	0.76	NS
4	Practical time schedule for the acquisition of skills	2.27	0.92	2.34	0.81	0.14	NS
5	Practical time schedule for skills acquisition in manufacturer's representative function	2.27	0.87	2.28	0.80	0.78	NS
6	Practical time schedule for skills acquisition in internet usage	2.41	0.78	2.40	0.74	0.84	NS
7	Practical time schedule for skills acquisition in Corel draw package	2.29	0.91	2.22	0.84	0.20	NS
8	Practical time schedule for skills acquisition in management of information system	2.68	0.72	2.69	0.72	0.76	NS
9	Practical time schedule for the acquisition of skills in feasibility study writing	2.40	0.90	2.07	0.92	0.01	S*
10	Practical time schedule for office skills acquisition	2.59	0.87	2.38	0.84	0.03	S*
Cluster Summary		2.47	0.84	2.38	0.82	0.40	NS

Note: Level of Sig. = 0.05; **NS** = Not Significant; **S*** = Significant.

The data on t-test statistics presented in table 3 above showed that 7 out of the 10 items had their p-values ranged from 0.14 to 0.84 which are all greater than 0.05 level of significance. This indicated that there are no significant differences in the mean ratings of the responses of Business



Educators in Universities and Colleges of Education on the 7 items of adequacy of practical experience time schedules for Business Education courses in entrepreneurial centres in tertiary institutions in South East, Nigeria. Therefore, the hypothesis of no significant difference in the mean ratings of the responses of the two groups of Business Educators is accepted on the 7 items in the table.

On the other hand, the p-value of the remaining three items in the table, specifically items 2, 9 and 10 are 0.02, 0.01 and 0.03 respectively which are in each case less than 0.05 level of significance. This indicated that there are significant differences in the mean ratings of the responses of Business Educators in Universities and Colleges of Education on the three items in the table. Hence, the hypothesis of no significant difference in the mean ratings of the responses of the two groups of Business Educators is rejected on the three items in the table.

Hypothesis Two

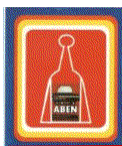
There is no significant difference in the mean ratings of Business Educators in Universities and Colleges of Education on adequacy of funding of entrepreneurial centres in for Business Education instruction in tertiary institutions in South East, Nigeria.

Table 4: t-test statistics of mean ratings of Business Educators in Universities and Colleges of Education on adequacy of funding of entrepreneurial centres in favour of Business Education instruction in tertiary institutions

SN	Funding of Entrepreneurial Centres:	Uni = 92		COE = 123		p-value	Rmk
		\bar{X}_u	SD _u	\bar{X}_c	SD _c		
1.	Funds to procure equipment and teaching materials	2.31	0.96	2.27	0.90	0.47	NS
2.	Funds to train and retrain business educator for effective teaching and learning facilities under the entrepreneurial centres	2.42	0.86	2.38	0.87	0.34	NS
3.	Funds to sponsor students excursions under the entrepreneurial centres	2.31	0.79	2.34	0.94	0.64	NS
4.	Funds to improve business education linkage ar rangements	2.25	0.86	2.22	0.84	0.48	NS
5.	Funds to business education students' entrepre neurial skill acquisition exchange programmes through tertiary educatio n trust fund (TETFUND)	3.29	0.72	2.87	0.81	0.03	S*
6.	Funds from Association of Business Educators of Nigeria in favor of business education students	2.41	0.73	2.40	0.90	0.82	NS
7.	Funds from Students contributions for practical work in the centre	2.27	0.80	2.27	0.80	0.99	NS
8.	Funds from students departmental levies	2.35	0.98	2.39	0.85	0.35	NS
9.	Funds from Business education Alumni Association	2.47	0.83	2.25	0.91	0.02	S*
Cluster Summary		2.45	0.84	2.37	0.86	0.46	NS

Note: Level of Sig. = 0.05; NS = Not Significant; S* = Significant.

From the data on t-test statistics presented in table 4 above, it was revealed that that 7 out of the 9 items had their p-values ranged from 0.34 to 0.99 which are all greater than 0.05 level of significance. This indicates that there are no significant differences in the mean ratings of the responses of Business Educators from Universities and Colleges of Education on the 7 items of level



of funding of entrepreneurial centers in favour of Business Education instruction. Consequently, the hypothesis of no significant difference in the mean ratings of the responses of the two groups of Business Educators is accepted on the 7 items in the table.

On the other hand, the p-value of the remaining two items in the table, specifically items 5 and 9 are 0.03 and 0.02 respectively which are in each case less than 0.05 level of significance. This indicated that there are significant differences in the mean ratings of the responses of Business Educators from Universities and Colleges of Education on the two items in the table. Therefore, the hypothesis of no significant difference in the mean ratings of the responses of the two groups of Business Educators is rejected on the two items.

Discussion of Findings

This study found that there is inadequacy of practical time schedule for teaching distributive skills, manufacturer's representative function, internet usage, Corel draw package, feasibility study writing and office skills acquisition in entrepreneurship centres in tertiary institutions in South-East, Nigeria. Entrepreneurship education programmes are skill based and hence need quality and adequate time allocation on the time table for its teaching. Abassah (2011) noted that despite the usefulness of technical and vocational education in Nigeria, limited space and time allocation for instructional delivery are parts of the major challenges. Daluba and Ekeyi (2013) equally identified inadequate allocation of instructional period to teaching and learning of skill-based subjects. The findings of this study corroborated that of Undiyaundege (2015) who identified challenges of entrepreneurship education in Nigeria to include: poor entrepreneurial culture among Nigerians, lack of skilled entrepreneurial teachers and resources, non-inclusion or practical entrepreneurship programme in school curricula among others. Okoli (2011), found that business education graduates roam the street in search of white collar jobs due to lack the needed practical entrepreneurial skills and experience that are necessary for becoming self-employed. In addition, Udo (2014) lamented that most modern organizations view most graduates of business education as half-baked who cannot carryout business functions effectively without further training due to their lack of required practical skills and experience for work.

The study equally established inadequacy of funding of entrepreneurial centres for Business Education instruction in respect to sponsorship of business education, funding for business education teaching and learning facilities, students excursion, business education linkage arrangement and funding provision from Business Education Alumni Association among others is generally inadequate in tertiary institutions in South-East, Nigeria. Inadequate funding is a major challenge in Nigerian education system including entrepreneurship programmes in tertiary institutions. The sponsorship of programmes by government, provision of facilities for effective teaching and learning in Nigerian schools is relatively low. Momoh (2012) observed that government lack of commitment to education through inadequate funding of entrepreneurship has weakened Nigerian education system. Okoye and Arimonu (2016) equally reported that inadequate funding constitutes major challenge of Nigerian education. The findings of this study agreed with that of Akarne and Eyovwunu (2014), who examined entrepreneurship education and small scale-business development among students of Colleges of Education in Warri, Delta State, Nigeria and found that some of the challenges to effective implementation of entrepreneurship education include poor funding, inadequacy of skilled lecturers, inadequacy of entrepreneurial resources in entrepreneurship centres. The finding of this study is equally in line with that of Babatunde and Ekundayo (2014) who investigated the impact of entrepreneurship education on entrepreneurial intentions among Nigerian undergraduates and identified lack of funding and inadequate supply of capital as part of the challenges of entrepreneurship education. The finding of this study is in consonance with that of Undiyaundege (2015) who identified challenges of entrepreneurship education in Nigeria to include: poor entrepreneurial culture among Nigerians and poor funding of entrepreneurial programmes among others.



Conclusion

The study assessed adequacy of entrepreneurship resources for practical skill acquisition and effective delivery of core Business Education instruction in digital era in south-eastern Nigeria. Data were collected from 226 Business Educators from public tertiary institutions (Universities and Colleges of Education) offering Business Education programmes in southeast Nigeria using structured questionnaire. From the data collected and analysed, the study found that there are inadequacies in practical experience time schedule and funding of entrepreneurship centres for Business Education instructions in tertiary institutions in South-East, Nigeria. The result of the hypotheses showed no significant ($p < 0.05$) differences in the mean ratings of the responses of Business Educators from Universities and Colleges of Education 14 out of the 19 items in the instrument whereas, there are significant ($p < 0.05$) differences in their responses of the respondents on the remaining 4 items in the study. From the results, the study concluded that the inadequate practical experience time schedule and funding of entrepreneurship centres for effective delivery of Business Education instructions in tertiary institutions in South-East, Nigeria is responsible for ineffectiveness of entrepreneurship education and training in the area and possibly in Nigeria as a whole.

Recommendations

Based on the findings and conclusions drawn, the following recommendations are made:

- i. Alumni Association of business education programme of various institutions should contribute financially and materially toward provision of adequate relevant instructional materials and equipment for effective delivery instruction in entrepreneurial centers in favour of business education programme.
- ii. Non-governmental Organizations (NGOs) with keen interest in relevant entrepreneurial skills acquisition should be sensitized by the coordinators of the programme to come up with packages for increase resources for effective delivery instruction in entrepreneurship center in favour of Business education programme in Nigerian universities and colleges education.
- iii. The level of funding entrepreneurial centers in Nigerian tertiary institutions at both state and federal levels should be greatly increased by the federal and state governments for effective implementation of objective of entrepreneurship programmes in Nigerian schools.

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