

Entrepreneurship Education in Delta State Tertiary Institution as a Means of Achieving National Growth and Development

Regina N. Osakwe¹ (Ph.D)

¹ Department of Educational Administration and Policy Studies, Delta State University, Abraka, Nigeria

Correspondence: Regina N. Osakwe, Department of Educational Administration and Policy Studies, Delta State University, Abraka, Nigeria. Tel: 234-080-3501-0236. E-mail: nonyeosakwe@yahoo.co.uk

Received: October 15, 2014

Accepted: January 10, 2015

Online Published: January 23, 2015

doi:10.5430/ijhe.v4n1p182

URL: <http://dx.doi.org/10.5430/ijhe.v4n1p182>

Abstract

This study examined entrepreneurship education in Delta State tertiary institutions as a means of national growth and development. Two research questions were asked to guide the study. The population comprised all the 1,898 academic staff in eight tertiary institutions in the state. A sample of 800 lecturers was drawn through the multi stage and stratified random sampling techniques. The instrument used was the questionnaire. Data collected from the respondents were analyzed using descriptive statistics of means and standard deviation. Results revealed that most of the respondents agreed that entrepreneurship education is beneficial to national development despite its challenges in tertiary institutions. In the light of the findings, recommendations were made.

Keywords: Entrepreneurship education, Tertiary institutions, Academic staff, national growth and development

1. Introduction

As Nigeria continues to face challenges of the present knowledge based economy and globalization, it ought increase its efforts for its citizens to acquire good entrepreneurship skills and attitudes that would boost economic development of the nation. Entrepreneurship education is important to students of tertiary institutions because they are expected to acquire knowledge, skills and attitudes that would enable them become self reliant and adapt to changing needs of the society due to globalization and integration processes. This type of education provides new insight into ways of achieving self reliance and adaption through the application of knowledge derived from systematic investigation of natural materials. There is no gain-saying, therefore, that entrepreneurship education can assist beneficiaries to optimally utilize their potentials and resolve their psycho-social problems. It can improve practical learning methods and so help, beneficiaries achieve increased learning outcomes, that can help to develop the society. It provides the nation with the knowledgeable and competent work-force that is crucial to innovation, wealth and job creation. It could be seen therefore that the society depends on creative people who turn ideas into new enterprises or make improvements within existing enterprises. No wonder we see Ghanaians practicing their trades and crafts after graduation; they are taught various vocational and technical subjects from which they acquire different skills that make them self-reliant, less dependent and promote national development (Osakwe, 2012).

Productive ideas, activities, attitudes and motivation are indispensable to successful organizations and transformation of a school system from dysfunctional state to a functional one. One of the ways this could be done, according to UNESCO and NBTE (2003), is to integrate entrepreneurship education into the system. This will enable products of tertiary institutions to set up their own business, create employment, alleviate poverty in the society and enhance economic, social and political development. In appreciating the very important role of functional education in the life of individuals and any nation, the United Nations Education, Scientific and Cultural Organization (UNESCO, 2006), recommended the improvement of basic education and reorientation of education programmes at all levels. This reorientation includes principles, skills, perspectives and values that are more related to sustainability than is currently the case. Hence, it is not just a question of the quantity of education provided but one of appropriateness and relevance. Standard of living will be greatly improved if every citizen has his or her potentials developed to the maximum in different areas, and that development could be achieved through entrepreneurship and technological education. Thus the government has formulated plans to improve tertiary education system in order to establish and equip individuals through functional, utilitarian and qualitative education. This type of education can be achieved by introducing entrepreneurship, technological and scientific programmes in our tertiary institutions where beneficiaries can acquire specialized skills that promote national growth and development in all ramifications. Zimmerer and Scarborough (2006) in their study on the "role of entrepreneurship education in national development" discovered that entrepreneurs have been leading and will continue to lead the economic revolution and development,

employment opportunities, reduction in rural – urban drifts, development of local technological base, conservation of foreign exchange that has proved repeatedly to improve the standard of living for people everywhere through innovation.

Tertiary institutions are parastatals which award professional and non-professional certificates and produce high level manpower with specialized and skilled individuals for national development. They, according to the National Policy on Education, provide higher education opportunities aimed at contributing to national development through high level relevant manpower training; developing the intellectual capability of individuals to understand and appreciate their local and external environments; developing and inculcating proper values for the survival of the individual and society; acquiring both physical and intellectual skills which enable individuals to be self-reliant and useful members of the society; promoting and encouraging scholarship and community service; forging and cementing national unity; promoting national and international understanding and interaction. (FRN, 2004).

These objectives can only be achieved in our tertiary institutions through entrepreneurship education. Entrepreneurship education is now recognized worldwide as a basic means of promoting and improving innovative activities and capabilities for national growth and development. In order to promote these entrepreneurship skills and attitudes that will benefit individuals in their application to new business ventures, education and training is needed. Thus, entrepreneurship education has become a preferred subject because of the prevailing market economy and the need to prepare people adequately for the world of work (Ivowi, 2010).

According to Brown (2003), entrepreneurship education focuses on the start up of new business ventures. It tends to draw the interest of students who want the opportunity to operate on their own business, make money, and be successful. Therefore, entrepreneurship education can also be defined as a formal training aimed at acquiring knowledge, skills and attitudes which direct human and material resources towards business objectives for self-reliance and national growth and development.

Agweda and Abumere (2008) identified the benefits of entrepreneurship education to include reduction of unemployment after graduation, acquisition of team – building skills, acquisition of entrepreneurial skills and attitudes for national growth and development, identification of methods that enhance and manage innovation and creativity, increase in productivity and acceleration of economic growth, and understanding of entrepreneurial approach for acquiring and managing resources for national growth and development. Despite the benefits of entrepreneurship education for national growth and development, there are some challenges militating against entrepreneurship education and activities. Babalola (2011), in a keynote address at a conference, stated some of these challenges to include lack of harmonized entrepreneurship curriculum, poor funding and infrastructure, harsh business climate and environment, and unstable social and political climate.

Researchers such as Nwogu and Nnorom (2013), Ighalo (2011), Garavan & Cinneide (2008) and Tchmobe (2009) identified problems of entrepreneurship education to include lack of manpower and infrastructural/instructional facilities, absence of a credit policy that addresses the specific needs of enterprises, insufficient provision of funds by the government, lack of awareness of entrepreneurship education, rampant political and bureaucratic bottlenecks, lack of counseling and orientation on the importance of acquiring entrepreneurial knowledge, skills and attitudes, and lack of systematic plans that can address the existing gap of entrepreneurship education in tertiary institutions. It is against this background that this paper examines entrepreneurship education as a means of achieving national development through tertiary education.

2. Statement of Problem

A critical examination of the educational sector in Nigeria shows that very little or nothing is being done in the area of entrepreneurial, technological and scientific education that should make beneficiaries develop skills, abilities and ideas for national growth and development. This has led to inability of tertiary institutions' graduates to be self-reliant, gainfully employed, become employers, entrepreneurs and leaders who could contribute to national growth and development.

The failure to achieve the objectives of entrepreneurship education in tertiary institutions could be attributed to lack of manpower and infrastructural and instructional facilities, inadequate provision of funds, unstable social and political climate, lack of harmonized entrepreneurship curriculum and harsh business environment. The problems confronting entrepreneurship education in tertiary institutions has made it necessary to examine entrepreneurship education as a means of enhancing national growth and development.

3. Research Questions

The following research questions were raised to guide the study.

1. What are the developmental tasks and benefits of entrepreneurship education in Delta State tertiary institutions for national growth and development?

2. What are the challenges facing entrepreneurship education in Delta State tertiary institutions for national growth and development?

4. Purpose of the Study

This study set forth to examine entrepreneurship education as a means for national growth and development through programmes of tertiary institutions in Delta State of Nigeria.

5. Method of Study

The study employed ex-post-facto design to examine entrepreneurship education as means for national growth and development in Delta State tertiary institutions. The design chosen involves the collection of data to answer research questions on present situation of problems without manipulation of variables or control of the situation. The population of the study comprised all the 1,898 academic staff in all the eight public tertiary institutions (2 universities, 2 polytechnics, 4 colleges of education) in Delta State. To select the sample, the population was divided into heterogeneous groups based on some characteristics; multi-stage and systematic random sampling techniques were used. A sample of 800 academic staff was drawn. The instrument used for the study was a questionnaire which comprised of items on bio-data and 24 items on entrepreneurship education as a means of attainment of national growth and development. To ascertain the face and content validity of the research instrument, copies of the questionnaire were given to three experts in Educational Administration and Management, and Educational Measurement and Evaluation who are authorities in the area for scrutiny, corrections and suggestions. Thereafter, the items in the questionnaire were modified based on the comments and suggestions from the experts. The reliability of the instrument was established using split half reliability technique. A correlation coefficient value of 0.70 was obtained indicating that the instrument was reliable.

Data collected were analyzed using the descriptive statistics (means and standard deviation) for answering the research questions with a bench mark of 2.50 and above as agreed, and below 2.50 as disagreed.

6. Results

Research Question One: What are the benefits of entrepreneurship education in Delta State tertiary institutions for national growth and development?

Table 1. Benefits of entrepreneurship education in Tertiary Institutions

S/N	Items	N = 800	\bar{X}	SD	Remark
1	Identifying potentials and selection of career preference for self employment		3.24	0.83	Agreed
2	Identifying methods that will enhance and manage innovation and creativity in small – scale business		3.21	0.64	agreed
3	Learning the process of evaluating opportunities properly for starting a new venture, or expanding an existing one		3.13	0.78	Agreed
4	Developing entrepreneurial qualities such as innovation ability, and risk taking		2.19	1.03	Disagreed
5	Understanding the entrepreneurial approach for acquiring and managing resources effectively for the success of small – scale businesses		3.56	0.58	Agreed
6	Developing entrepreneurial ideas and desire to achieve goal oriented leadership		2.81	0.89	Agreed
7	Gaining work experience and getting adequate practical and theoretical oriented education		4.19	1.02	Agreed
8	Understanding managerial skills, office and marketing management.		4.19	1.02	Agreed
9	Acquiring team – building skills critical for both small – scale business and large – scale business		3.11	0.84	Agreed
10	Acquiring and understanding budgeting skills and forecasting		2.95	0.77	Agreed
11	Acquiring entrepreneurial skills which will enable beneficiaries live a meaningful and fulfilling life, and contribute to national development.		4.22	1.09	Agreed
12	Financing business and organization		1.65	0.77	Disagreed
13	Entrepreneurship programme in tertiary institutions will empower the graduates in the acquisition of various skills and attitudes for national development		3.39	0.72	Agreed
TOTAL – GRAND MEAN 2.90					

*N = No. of Academic Staff

Results in Table 1 reveal that eleven out of the thirteen items have mean values above 2.50, showing that most of the respondents agreed on the benefits of entrepreneurship education for national growth and development. The remaining two items scored below 2.50. This implies that the agreement level of the respondents is high.

Research Question Two: What are the challenges facing entrepreneurship education in Delta State tertiary institutions for national growth and development?

Table 2. Challenges of Entrepreneurship Education in Tertiary Institutions

S/N	Items	N= 800	\bar{X}	SD	Remark
1	Unpredictability of our national economy and the harsh business environment		3.40	0.98	Agreed
2	Insatiable thirst for white collar jobs		3.61	0.94	agreed
3	Insufficient provision of training to the academia on how to bring the concept of entrepreneurship into the classroom		3.37	0.77	Agreed
4	Inadequate harmonization of entrepreneurship curriculum in tertiary institutions		2.76	0.82	Agreed
5	Focusing more attention to national security than entrepreneurship education.		2.14	0.85	Disagreed
6	Inadequate provision of instructional and infrastructural facilities		3.05	0.56	Agreed
7	Lack of counseling and orientation on the importance of acquiring entrepreneurial knowledge, skills and attitudes for national development		2.68	0.82	Agreed
8	Lack of awareness and sensitization of entrepreneurship education on younger generation		3.61	0.94	Agreed
9	Unstable social and political climate has been instrumental to the poor development of entrepreneurship education		3.40	0.98	Agreed
10	Insufficient provision of funds by the government to promote entrepreneurship education		3.38	0.78	Agreed
11	The challenge of insurgency and kidnapping in the country		2.14	0.85	Disagreed
TOTAL – GRAND MEAN 2.93					

Table 2 shows that eight out of the eleven items have a mean value above 2.50 while the remaining three items scored below 2.50. This implies that most of the respondents agreed positively to the challenges facing entrepreneurship education in tertiary institutions for national growth and development.

7. Discussion of Result

From the results on research question one, it was found that the lecturers agreed positively to all but two items as benefits of entrepreneurship education in tertiary institutions for national growth and development. This finding agrees with Agweda and Abumere (2008) who said that the benefits of entrepreneurship education include reduction of unemployment after graduating from tertiary institutions, understanding of the entrepreneurial approach for acquiring and managing resources, acquisition of entrepreneurial skills and attitudes, identification of methods that enhance and manage innovation and productivity, among others.

Results on research question two indicated that the lecturers positively agreed to all but three items as challenges facing entrepreneurship education in tertiary institutions for national growth and development. This finding agrees with Babalola (2011) who said that harsh business environment, poor funding and infrastructure, unstable social and political climate and lack of harmonized entrepreneurship curriculum in tertiary institutions are some of the challenges facing entrepreneurship education. This is also in line with Nwogu and Nnorom (2013), Ighalo (2011), and Tchmobe (2009) who stated that problems facing entrepreneurship education include lack of manpower and infrastructure/instructional facilities, inadequate provision of funds by the government, lack of awareness, counselling and orientation on entrepreneurship education and lack of systematic plans to address the existing gap of entrepreneurship education in tertiary institutions.

8. Conclusion

In view of the fast development of vocational and technological education around the globe, there is an urgent need for all tertiary institutions to introduce entrepreneurship education into their curriculum and make it a compulsory course. This has become necessary because entrepreneurship education promotes and improves innovative activities and capabilities, empowers beneficiaries to become self-reliant, gainfully employed and create wealth in the

economic sector thereby advancing the course of national development in all ramifications. The findings of this study have shown that all the respondents agreed that entrepreneurship education is a means of national growth and development despite the problems facing the programme in tertiary institutions.

9. Recommendations

Based on the findings and conclusion of this study, the following recommendations are made:

- Government should provide adequate funds to promote entrepreneurship education in tertiary institutions.
- There should be public enlightenment campaign on entrepreneurship education through radio electronic and print media.
- Government should provide essential infrastructural and instructional facilities for entrepreneurship education.
- Entrepreneurship education should be included in the curriculum, programmes and policies of tertiary institutions and made compulsory.
- There should be vision and thought for the implementation of entrepreneurship education by providing adequate personnel to teach entrepreneurship skills and attitudes.
- Adequate counselling, orientation and sensitization should be given to tertiary institutions on entrepreneurship education.

References

- Agweda, F.E. & Abumere, D.J. (2008). Entrepreneurship education: Problems and prospects. *A paper presented at the 7th annual conference of the National Association for Research Development (NARD)* held at the Federal College of Education Zuba between 6th -10th October, 2008.
- Babalola, J.B. (2011). Eyeing sustainable development: Entrepreneurial climate must change in Nigeria universities. In Arubayi E.A., Akpotu N.E. & Oghuvbu E.P. (Eds) *Education and Training for Entrepreneurship: A book for readings*.
- Brown, B.T. (2003). Role of CTE in Entrepreneurship. ERIC Diggest #250. www.cete.org/docgen.asp. consortium for entrepreneurship education (2008) entrepreneurship everywhere: the case of entrepreneurship education. Website: www.entre.ed.org. 1-10.
- Federal Republic of Nigeria (FRN, 2004). National policy on education: Lagos, *Federal Ministry of Education*.
- Garavan, J.N. & O'Conneide, B. (2008). Entrepreneurship education and training programmes: Literature review of problems associated with entrepreneurship education and training. *Journal of European Industrial Training* 22(2).
- Ighalo, B.N. (2011). Entrepreneurship training in colleges of Education: A necessary tool for self-reliance and sustainable development in Nigeria. In Arubayi E.A., Akpotu N.E. & Oghuvbu E.P. (Eds) *Education and Training for Entrepreneurship: A book for readings*. NAEP Delta State Chapter. 46-53.
- Ivowi, U.M.O. (2010). Effective and sustainable entrepreneurial curriculum development and implementation for nation building. *A Lead Paper Presented at the NERDC National Conference*, Abuja, Nigeria.
- National Board for Technical Education (NBTE, 2003). A regional seminar held in collaboration with the United Nations Education and Cultural Organization (UNESCO) on the implementation of the recommendations on technical and vocation (TVE) training December 8th - 14th 2003.
- Nwogu, U.J. & Nnorom, C.I. (2013). Managing entrepreneurship education for national security in Nigeria. *Research in Education Journal* 19(1) 114-118.
- Osakwe, R.N. (2012). Problems and prospects of using information and communication technology for record keeping in tertiary institutions in Nigeria. *Journal of Education and Practice*, 3(14) 39-43.
- Zimmerer, T.W. & Scarborough, (2006). The role of entrepreneurship education in national development: Essentials of entrepreneurship and small business management, New Delhi: Prentice – hall of india
- Tebmobe, T.M.S. (2009). Entrepreneurship, education and national development. *A paper presented at the 1st international conference on entrepreneurship; Education and national development, organized by the Faculty of Education*. University of Jos, from 11th - 14th, 2009
- United Nations Education and Cultural Organization (UNESCO, 2006). Education for all Global Monitoring Report (GMR) 2006. Retrieve on <http://www.unesco.org/education/GMR2006Ifu11/chapt2-eng.pdf>.