

Strategies for Effective Management of Entrepreneurship Education in Nigerian Tertiary Institutions for Poverty Eradication and National Development

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Abstract: The National University Commission has made the study of entrepreneurship compulsory in our tertiary institutions, irrespective of the course being offered by our students. Among other benefits of entrepreneurship education are understanding steps essential in business start-up, enhancing awareness of career and entrepreneurial option, idea generation and assessment of feasibility of ideas, understanding basic financial concepts to mention a few. It has been observed however that despite all efforts made by government and tertiary education regulatory bodies to ensure effective running of entrepreneurship programmes, there still exist so many missing links as a result of poor management by the school regulatory authorities. These missing links affect the outcome of the programme in Nigerian Higher education institutions. For these, this study was designed to investigate Strategies for Effective Management of Entrepreneurship Education in Nigerian Tertiary Schools for Poverty Eradication and National development. The study was a descriptive survey guided by three research questions. The study population comprised of all the 400 level students and lecturers in faculty of education in the three tertiary institutions in Rivers State of Nigeria. A sample of 300 students and 20 lecturers was used for the study. Questionnaire was used to collect data from the respondents; data was analyzed using mean and standard deviation. Findings among others revealed that the strategies for effective management of entrepreneurship education in tertiary institutions for poverty eradication and national development includes, employment of qualified teachers, technicians' and craftsmen, provision of laboratories, workshops and studios. Provision of funds and loans, Monitoring of the programme, exposure to business entrepreneurs and emphasis on practical works. Based on the findings, it was recommended that, Government should employ well trained entrepreneurs to handle entrepreneurship education in tertiary institutions.

Keywords: Entrepreneurship, Management, Skills, Education

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I. Introduction

Entrepreneurship education is the training given to individuals or groups to develop their innate entrepreneurial tendencies to acquire self-reliant skills in order to be inspired to look inwards in their immediate environment and make a sustainable living. Some of the entrepreneurial skills that could be acquired through the training include insightful skill, risk-taking skill, inventive skill, creative skill, saleable skill, communicative skill, interpersonal relationship skill among others. Entrepreneurship education cum business education aim at preparing graduates to be self-reliant or gainful employment. It is important to also note that entrepreneurship education and business education perform the same functions. Entrepreneurship education prepares young people to be responsible and enterprising individuals who become entrepreneurs' thinkers and contribute to development and sustainable communities. It provides opportunities for youths to master the competences related to core entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea generation and marshalling resources in face of risk to pursue opportunities, venture creation and operation, creativity and critical thinking (Nwobasi, 2006). As noted by Mankinen and Turpeinen (1999), the purpose of entrepreneurship education is to support pupils knowledge, skills and attitude, of a kind he/she will need in his/her studies and later in the working life regardless of whether he'll be employed as private entrepreneur or hired by another person. Entrepreneurship education is therefore needed to help graduates and school leavers to really become self-reliant when they leave school instead of depending on government or private sector jobs.

II. Entrepreneur

This is a dynamic process of vision, change and creation. It requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. The importance of

Entrepreneurship Education at rural/grassroots levels serves as ways of empowering the rural youths and women to generate employment opportunities, a chance of being self-employed and employer of labour (Okolie & Asfa, 2017). Entrepreneurship is also a process of using available capital in any form for business endeavours in an open and free-market economy for the sole purpose of making profits (Odusina, 1975). Odusina also stated that entrepreneurship is the act of creating a new combination that ends one economic order and clears the way for a new one. According to Udu, Udu and Eze (2008), entrepreneurship is a process by which economic and commercial activities necessary for the improvement of the standard of living of the society are created by entrepreneurs- institutions, individuals, corporations and governments. Entrepreneurship bridges the gap between science, technology and market.

An entrepreneur is a daring person with vision, and originality who acts as the boss, who decides as to how business shall run, who co-ordinates the activities of different factors of production, who anticipates the future trends of demand and price, who invests and introduces new ideas, new commodity, a new process or some revolutionary machine; and who in general carries out new activities (Sundharam & Vaish, 1989). According to Imaga (2002), entrepreneurs are those who found their business from scratch and nurse them into lusty ventures by dint of hard work and idea getting. An entrepreneur according to Ronstadt (1984) is an individual who assumes the major risks in terms of equity, time and/or career commitment or provide value for some product or service. The product or service may or may not be new or unique but value must somehow be infused by the entrepreneur by receiving and locating the necessary skills and resources. Vesper (1980) also stated in his writing that an entrepreneur is an ally, a source of supply, a customer, or someone who creates wealth for others as well, who finds better ways to utilize resources and reduces waste and who produces jobs others are glad to get. Anyanwuocha (2001), noted that the entrepreneur is the chief co-ordinator, controller and organizer of the production process. The entrepreneur combines and organizes the other factors of production (land, capitals etc) in such a way as to obtain maximum production of goods and services at maximum costs. Entrepreneurs are those who see visions translate their visions into economic and commercial activities that are of benefit to the society, without regards to the difficulties that are encountered. If the rural youth and women are trained to develop attitudes of translating their visions into economic and commercial activities, they will be part of the development processes in their various communities, help to channel the strengths of many idle youths into being productive citizens and make positive changes towards economy improvement; hence more youths will be involved in producing locally made goods and services they'll be able to sale to make money in exchange. This is possible through effective management of the programme in our tertiary institutions.

III. Management In The Context Of This Study

Effective Management according to Audu, Umar and Idris (2006), can be defined as an act that involves the control, supervision and leading of other persons; it also involves overseeing projects, resources and business enterprises. Management is the process of setting goals or objectives and achieving them by employing men and material resources in a compatible environment. According to Abdullahi (2005), every activity involving human effort possessed to some degree these four facets;

1. A goal
2. The means by which the goals can be attained.
3. The use of human effort and
4. The creation of an environment that will induce men to participate.

Abdullahi (2005), stated that management is the process of setting and achieving objectives by influencing human behaviours towards the realization of the goals or set objectives. Management includes four primary functions and one overall integrative function; the process of planning, organizing, directing and controlling are all the activities of the system; the integrative function being that of coordination. From the foregoing, management of entrepreneurship education programmes in Nigeria is the process of making decisions on how resources can be procured, managed, used and maintained for the attainment of a given objective or goals. It also involves the coordination and control of human, infrastructure, materials, equipment, facilities and finance used for the running, sustenance and improvement of a given set-up efficiently and effectively. The aim of management of entrepreneurship education in tertiary institutions therefore is to coordinate the human, physical, materials and financial resources so that they can be utilized economically, efficiently and effectively to benefit the students. This will assist the students become self-reliant capable of creating jobs, support national development and eradication of poverty in Nigeria.

IV. Poverty And Poverty Eradication

Poverty level in Nigeria is almost uncontrollable and intensifying. Large concentration of young graduates especially young women are visibly 'idle' because they either lack saleable skills that could make them attractive to employers of labour or be self-employed. Many of these graduates are without hope of securing occupation even at minimal level needed to survive or to be self-sustained economically. Okoro (1994)

stated that poverty and unemployment are undoubtedly the major problems facing Nigeria. The level of poverty in Nigeria is on the increase because large number of young women leaves secondary schools or tertiary institutions and joins the labour market with little or no relevant skills for jobs. Consequently, many of these graduates depend on their parents, friends and relatives for food, clothing and shelter. Others take to street trading, hawking, crime and other anti – social activities such as political turggery, drug trafficking, prostitution, armed robbery and area boys to mention but a few (Chigunta; 2000). According to Miller (2005), the resultant effect of this situation is their involvement in criminal activities such as street gang, armed robbery, car snatching, to mention but a few.

Nigeria has abundance of human resources and is faced with the problems of unemployment and underemployment with associated social ills such as poverty, drug trafficking, advance fee fraud, 419 and corruption. Other problems created as a result of poor performance of the economy according to Okolie (2014) are inflation, rising cost of living and low standard of living. These problems are facing both the adult and the youth populations. However, the graduates are the more seriously affected and uncertainties of their future than the adult Nigerians. Bringing the resultant effects of poverty on the youths and society together, it therefore become imperative that government at all levels give more attention to entrepreneurship education for self – reliance, employment and saleable skills, which must be very practical, low cost, efficient and well funded. This form of education if given the priority it deserves and managed well, will empower or equip our graduates with relevant skills for jobs creation and above all guarantee their economic and social sustenance. One should blame poverty and unemployment on the kind of educational system in the country, which has little or no emphasis on production of skilled manpower and entrepreneurship development (Okoro, 1993). Okolie (2014) emphasized that the application of required business, technical and vocational skills as well as entrepreneurial skills for self and paid employment should be the target of our educational system and practice.

V. Purpose Of The Study

The main purpose of this study was to find out strategies for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development. Specifically, the study tends to:

- Determine availability of modern equipment and materials for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development.
- Find out availability of adequate funds for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development
- Determine the competency of Technicians, Craftsmen, and Lecturers for effective management entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development.
- Determine the strategies for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development.

Research Questions

The following research questions were formulated to guide the study;

Research Question 1

To what extent are modern equipment and materials available for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

Research Questions 2

To what extent are funds for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development available?

Research Questions 3

What is the competency level of the technicians, craftsmen, and lecturers for effective management entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

Research Questions 4

What are the strategies for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

VI. Methodology

Descriptive survey research design was adopted in carrying out the study to determine the strategies for effective management of entrepreneurship education in Nigeria tertiary institutions for poverty eradication and national development. The population of the study consists of all the 400 level students and entrepreneurship education lecturers in Faculty of Education in the three tertiary institutions in Rivers State. A sample of 300 students and 20 lecturers was drawn from 2 tertiary institutions in the area through simple random sampling

technique. The instrument for data collection was a researcher made 26-items likert points type of questionnaire. The questionnaire was divided into two parts, Part A contained items related to respondents demographic variables while Part B contained items related to the objectives of the study. The responses on part B ranged from Strongly Agree (SA) = 4pts, Agree (A) = 3pts, Disagree (SD) = 2pts to Strongly Disagree (SD) = 1pt. The face and content validity of the instrument were determined by 2 experts in entrepreneurship education and 1 expert in measurement and evaluation. Their inputs guided the restructuring of the instrument. The test-retest method was applied in determining the reliability of the instrument. To carry out the reliability test, 30 copies of the instrument were administered on 20 students and 10 lecturers outside the study-group but of the same characteristics 2 times within an interval of two weeks. The data generated was analyzed using Pearson's product moment correlation coefficient and this gave a reliability coefficient of 0.83 which was considered appropriate for the study. The instrument was administered on face-face basis through the help of four assistant researchers. The respondents were briefed on the objectives of the study and were assured that information given was for the research purpose only. After that, the instrument was administered on them to fill out and return on the spot. The researchers recorded 100 percent return of the administered instrument. The data generated were analyzed using mean and standard deviation. Any response mean within and above the criterion mean of 2.50 was accepted while any below was rejected.

VII. Result

Research Questions 1

To what extent are modern equipment and materials available for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

Table 1: Summary of responses on availability of modern equipment and materials

S/N	Item	Mean	SD	Remark
1.	Majority of tertiary institutions lack modern equipment for entrepreneurship practical work.	2.80	1.02	Accept
2.	Students are asked to buy practical manuals which they use to train at home through trials and errors without the guidance of the instructors and equipment for the said practical.	2.83	1.03	Accept
3	Instructors sometimes borrow equipments for student's practical works from the road side technicians.	3.33	0.93	Accept
4	Workshops are not available for students' practical works.	3.41	0.90	Accept
5	Laboratories are not available for practical works.	3.21	1.00	Accept
6	Studios are not available for students to carry out practical	3.36	0.82	Accept
7	Instructors don't improvise non-available materials for practical exercises.	2.95	1.05	Accept
Grand Mean $\bar{x} = 3.13$				

The result on table 1 indicated that all items were accepted as they had mean response greater than the criterion mean. Also the grand mean is greater than the criterion mean which is an indication that modern equipments and materials are not available for effective management of entrepreneurship education in Nigerian tertiary institutions.

Research Questions 2: To what extent are funds available for effective management of entrepreneurship education in Nigerian tertiary institution?

Table 2: Summary of responses on availability of fund

S/N	Item	Mean	SD	Remark
1.	Funds provided as running cost of entrepreneurship education is not frequently monitored by the school management/government.	3.30	0.81	Accept
2.	Adequate funds are not made available to purchase modern equipments and materials for entrepreneurship practical works.	3.04	0.88	Accept
3	Funds released to entrepreneurship development centres are not enough to sustain it through the running cost.	3.07	0.83	Accept
4	Government does not make adequate financial budget for entrepreneurship education.	3.07	0.82	Accept
5	School authorities do not have alternative sources of funding entrepreneurship programmes instead they depend on of government alone.	3.75	0.65	Accept
Grand Mean $\bar{x} = 3.25$				

Table 2 shows that all the items were accepted as they had mean responses greater than the criterion mean. Also the grand mean is higher than the criterion mean which is an indication that there are inadequate funds provided for effective management of entrepreneurship education.

Research Questions 3: What is the competency level of the technicians, craftsmen, and lecturers for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

Table 3: Summary of competency level of technicians, craftsmen and lecturers

S/N	Item	Mean	SD	Remark
1.	Qualified entrepreneur lecturers train students on entrepreneurship education.	2.23	1.35	Reject
2.	Technicians are frequently hired to train the students on various craft.	3.15	0.83	Accept
3	Lecturers are always sent for retraining to enhance their knowledge on entrepreneurship education.	2.30	1.41	Reject
4	Tertiary institutions do not have strong partnership with industries who help train their academic staff.	3.35	0.75	Accept
5	Graduates of entrepreneurship education exhibit high skills as a result of the competence of their trainees.	2.16	1.32	Reject

Table 3 shows that items 1, 3, and 5 were rejected as they had response mean less than the criterion mean, while items 2, and 4 were accepted as they had response mean greater than the criterion mean.

Research Questions 4: What are the strategies for effective management of entrepreneurship education in Nigerian tertiary institutions for poverty eradication and national development?

Table 4: Summary on strategies for effective management of entrepreneurship education

S/N	Item	Mean	SD	Remark
1.	Qualified teachers, technicians' craftsmen should handle entrepreneurship trainings.	3.12	0.85	Accept
2.	Laboratories, workshops should be provided for students' usage.	3.33	0.80	Accept
3	Business entrepreneurs should always be invited to interact with students.	3.10	0.92	Accept
4	Students should always be exposed to excursion within business areas to have first hand information.	3.21	1.00	Accept
5	Emphasis should be placed on practical works.	3.04	1.01	Accept
6	Soft loans should be made available for graduates to enable them embark on entrepreneurship activities.	3.51	0.73	Accept
7	Entrepreneurship education should be monitored and evaluated from time to time by the government.	3.05	1.01	Accept
8.	Government should provide adequate funds for running entrepreneurship training.	2.98	1.06	Accept
9.	Refresher programmes should be accessible to entrepreneur teachers to update them on current entrepreneur issues.	3.01	1.00	Accept
Grand Mean $\bar{x} = 3.15$				

Table 4 shows that all the items were accepted as they had response mean above 2.50 criterion mean. Also the grand mean is higher than the criterion mean which implies that the strategies were accepted.

VIII. Discussion Of Findings

The result of the study revealed that facilities like entrepreneurship development centres, classrooms, workshops, laboratory, studios, equipment and materials are grossly inadequate in many tertiary institutions in Nigeria. The impact of inadequate educational facilities and modern equipment is that training of the students becomes impeded and they end up not acquiring skills to go into the labour market. This is in line with Odu (2006) who indicated that the effect of limited workshop, materials, laboratories, studio activities can cause low productivity and make teaching (training) become ineffective and inefficient in their teaching or training roles.

The result of the study showed that funds provided as running cost of entrepreneurship education is not frequently monitored by the school management and government, the funds provided are not adequate to purchase modern equipments and materials for entrepreneurship practical work. Funds provided to entrepreneurs' development centres are not enough to sustain it through the running cost. The government makes adequate budget for entrepreneurship education but implementation is not adequate. School authorities do not have alternative sources of funding entrepreneurship programmes instead they depend on government alone. This result is in tandem with the idea of Nwaham (2010) which indicated that education is a consumer industry and as such requires funds for the running of activities.

It was been observed that majority of the lecturers teaching entrepreneurship education courses are not competent. Many of them do not have any form of entrepreneurship skills. Also majority of Nigerian tertiary institutions find it difficult sponsoring their staff for professional development workshops to update their knowledge and skills on current trends in entrepreneurship education. This has affected our graduates negatively too as they graduate from school without adequate entrepreneurship skills. This is in agreement with Adebisi and Oni (2012) who noted that lack of entrepreneurial skills is no doubt a major contributing factor to the

problem of unemployment of graduates and youth in Nigeria, which is also a contributing factor to high poverty level.

Finally the result of the study revealed some strategies that are effective in management of entrepreneurship education in Nigerian tertiary institutions. These includes use of qualified personnel in handling entrepreneurship education, availability of laboratories and workshops, interaction with business entrepreneurs, provision of funds by the government, monitoring and evaluation of the programme, provision of soft loans and attendance of refresher training by teachers and other personnel, this will put the programme in the right direction. This result is in line with Banabo and Ndiomu (2011), Ejirikeonye, and Chukwuone (2014) who outlined various strategies of managing entrepreneurship education in tertiary institutions which includes the establishment and use of functional laboratories employment of qualified teachers, provision of funds and related others.

IX. Conclusion

The study explored the strategies for effective management of entrepreneurship education in Nigeria tertiary institution for poverty eradication and national development. The study revealed that the strategies for effective management of entrepreneurship education includes, employment of qualified personnel, provision of funds by government, monitoring and evaluation of programme, interaction with business entrepreneurs, exposure to business areas, provision of laboratories and workshops. This will encourage a practical oriented entrepreneurship education programme than the usual theoretical entrepreneurship education programme.

Recommendations

Based on the result of the study, the following recommendations were made.

1. Entrepreneurship education should be made more practical oriented to enable students gain entrepreneurship skills.
2. Government should employ qualified teachers and other personnel to hand entrepreneurship education.
3. Laboratories and workshops should be made available for students to use during practical.
4. Government should provide interest free loans to graduates to enable them start their own business.

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