

# The Need for Management of Entrepreneurship Education among Undergraduate Students: A Case of Nasarawa State University, Keffi–Nigeria

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**Abstract:** Management of entrepreneurship education has become a thing of concern in Nigeria. This paper examines management of entrepreneurship education in terms of its relevance to functionality and solving problems of students and graduates alienation after several years of schooling. Descriptive survey research design was adopted in this study. The target population for the investigation consists of 567 respondents within Nasarawa state university, Keffi who registered entrepreneur. Simple random sampling strategy was adopted to select 373 students from the study area. The analysis of the results base on table B which shows the regression and residual. The table carried out the sum of squares of 6.760, 366.882 with the degree of 9, mean square of 0.52 and 1.013 with the significant of 0.741. Since the grade point average is 2.66 that is to say there is positive relationship between managing of entrepreneurship among undergraduate students in Nasarawa State University, Keffi. The finding showed that the mean of grade point average of students was 2.66. Also according to the coefficient variation, the highest of managing entrepreneurial among students were perseverance, self-confidence, and need for achievement. The study recommended that government should establish a Quality Assurance Commission for ECCDE/Basic and Post Basic Education sub sectors as this will serve as good foundational level for higher education.

**Keywords:** Management, entrepreneurship education, trends possibilities.

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## Introduction

Education comprehends all that series of instruction and discipline which is intended to enlighten the understanding correct the temper, and forms the manners and habits of youth, and fit them for usefulness in their future stations. To give children a good education in manners, arts and science, is important, to give them a religious education is indispensable; and an immense responsibility rests on parents and guardians who neglect these duties.

Education promotes healthy life styles given that such education has functionality element which is emphasized in entrepreneurial education. Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately

transmits its accumulated knowledge, skills and values from one generation to another- (Wikipedia).

Section 1 of the National Policy on Education (2004) states that: Education fosters the worth and development of the individual, for each individual's sake and for the general development of society. There is need for functional education for the promotion of a progressive united Nigeria, to this end, school programmes need to be relevant, practical and comprehensive; while interest and ability should determine the individual's direction in education. Nigeria's ability to realize its vision of becoming one of the twenty largest economies in the world by the year 2020 is largely dependent on its capacity to transform its population into highly skilled and competent citizens capable of competing globally. The education sector is consequently pivotal to the actualization of current national and global government policy objectives (FME, 2009: p. 15). This takes us to that brand of education one sure way that can enhance global competitiveness is to embrace entrepreneurial education.

Nigerian educational system was hitherto designed to produce a pool of graduates who depended on the government for employment. This is in contrast to a system that could equip its beneficiaries with entrepreneurial skill; make them self-reliant, self-confident employers of labour. As a result of a faulty educational system which failed to take cognizance of the dynamics of the labour market, the system produced a large army of graduates who are confronted with unemployment. Even with its increasing emphasis on vocational education for acquisition of occupational skills and competencies, the unemployment rate has continued to soar. In order to contend with the soaring unemployment, the federal Government, in 1987 set up the National Directorate of Employment (NDE) which was charged with the following responsibilities:

- 1) To reduce unemployment among youths and university graduates in the country by creating employment opportunities.
- 2) To provide an enabling atmosphere for self-reliance.
- 3) To foster entrepreneurship.
- 4) To encourage the culture of maintenance and repair.

The NDE has creditably discharged those responsibilities by providing the youths and young graduates the facilities to set up their own businesses. But one of the major problems confronting the youths is that they do not possess basic and sound knowledge of entrepreneurial education.

As a result of this, entrepreneurship studies, therefore, became imperative in the Nigerian schools system. In this respect, the NDE mounted a programme called Entrepreneurship Development Programme (EDP). According to Pau (2005), the aims of this programme among other things include:

- 1) Producing or training more entrepreneurs that are needed to accelerate industrial enterprise.
- 2) Stimulating self-employment for the unemployed.
- 3) Expansion of economic activities to rural and less developed areas.
- 4) Diversification of ownership of business.

Nwangwu (2006) maintained that, specifically, the entrepreneurship education is structured to achieve the following objectives:

- 1) Offer functional education for the youths so as to enable them to be self-employed and self-reliant.
- 2) Offer graduates with adequate training that will enable them to be creative and innovative in identifying Entrepreneurship Education: Trends, Challenges and Possibilities in Nigerian Higher Education novel business opportunities.
- 3) Provide universities/college graduates with adequate training in risk management, to make uncertainty bearing feasible and easy.
- 4) Provide the young graduates with enough training and support that will establish a career in small and medium sized businesses.
- 5) Offer graduates adequate training in the acquisition of skills that will enable them meet the manpower needs of society.
- 6) To stimulate both individual and economic growth of rural and less developed areas
- 7) Provide both small and medium business enterprises the opportunity of recruiting graduates who will be trained and tutored in skills relevant to the management and operation of small business centre.
- 8) To include the spirit of perseverance in the youths and adults which will enable them to persist in any business venture they embark on. In appreciation of the objectives of the entrepreneurial development programmes of ND and the need to launch a comprehensive attack on unemployment, tertiary institutions in Nigeria have introduced entrepreneurship education, hoping that the acquisition of entrepreneurial skills will help to reduce the unemployment problems in the country as well as make our youths self-reliant and self-independent.

### **Statement of the Problem**

The only purpose of education is to teach a student how to live his life by developing his mind and equipping him to deal with reality. The training need is not only theoretical or conceptual but also functional. The major challenges of managing entrepreneurship are: Policy matter, Ineffective curriculum implementation, Manpower requirements among others.

### **Purpose of the Study**

The purpose of this study is to examine management of entrepreneurship education among undergraduate students.

### **Research Questions**

To what extent managing of entrepreneurship education affects undergraduate students?

### **Statement of the Hypothesis**

Managing of entrepreneurship education among undergraduate students is not significant different.

### **Literature Review**

#### **An Overview of Entrepreneurship Education**

Wikipedia (2013) states the purpose and nature of entrepreneurship education as an attempt to seek to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling....What makes entrepreneurship education distinctive is its focus in realization of opportunity where management education is focused on the best way to operate existing hierarchies. An emerging positive trend in TVET and entrepreneurship education is the successful participation of Nigerian secondary schools in international exhibitions and competitions.

## The challenges of effective management of entrepreneurship education in Nigerian Higher Institutions

### Policy matter:

**(a) Lateness in starting:** Recent inclusion of entrepreneurship education in the curricula of Nigerian higher institutions itself is a major challenge in its effective and efficient management because anything new takes time to develop firm root the US started in the 1947 (Kuratko, 2003). By the early 1980s in the US over 300 universities have mounted courses in entrepreneurship and small business and by the 1990s the number institution reporting entrepreneurship programme increased to 1,050 schools (Solomon, *et al.*, 1994; Kuratko, 2003). The current hitches in the management of entrepreneurship education in the Nigerian higher institution are therefore normal and are a teething problem that can be solved by the education authorities.

**(b) Ineffective curriculum implementation:** Translating the higher institutions' curriculum on entrepreneurship education into reality by the colleges, polytechnics and universities has been a serious challenge caused by paucity of experts in the field, absence of relevant textbooks, ineffective teaching method, and inadequate tools for practical-oriented simulation exercises and funding. This is not new in the Nigerian education history. The term curriculum implementation is viewed by Mkpa (1987) several years back as: "The task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned." Whereas, Garba (2004) discussing problem of curriculum implementation describes curriculum implementation as: "putting the curriculum into work for the achievement of the goals for which the curriculum is designed." The curriculum for entrepreneurship education made available to the three levels of tertiary institutions has not really achieved the policy thrust of the programme. This explains why Onyeachu (2008) asserts that no matter how well designed, planned and documented the curriculum of any subject is planned; the core issue of utmost importance is the implementation modalities. The challenge of most programmes in Nigeria arises from translation of the objectives of a curriculum from paper to practical realities at the implementation stage (Okebukola, 2004).

**Manpower requirements:** Dearth of competent lecturers: At the moment, there is inadequacy of competent lecturers in the field of entrepreneurship to make the course more practical-oriented as opposed to theoretical instructions. On account of this challenge, Ifedili and Ofoegbu (2011) note that educators are worried about the contents of Entrepreneurship Education being dish out to the undergraduates in Nigerian universities. The missing pragmatic approach is the use of industrial field trips, VCD/CDs, documentaries, guest lecturers from established companies, mentoring of students by SMEs support agencies/banks, and assistance by professionals to provide technical support for the development of business plans.

**Funding Strategy:** Paucity of funds: Funding of higher education is dwindling in Nigeria and this has terribly affected the implementation of entrepreneurship education curricula. The National Universities Commission (NUC) like its counterpart supervisory agencies (NBTE & NCCE) notes that funding for the establishment of entrepreneurship centers is inadequate, a situation that has affected the full implementation and entrenchment of practical teaching of entrepreneurship education in many universities. Education Trust Fund (ETF) is being refocused to challenge universities to evolve ways to foster practical entrepreneurship in their innovative research activities by funding the establishment of productive entrepreneurship centers in the universities, polytechnics and colleges of education (Yahya, 2011).

**Infrastructural Development:** Deficient learning materials: There is deficiency in the current learning materials made available to student offering entrepreneurship education course in Nigerian tertiary institutions. This thus hinders the actualization of the goals and policy objectives of entrepreneurship education as stated in the curricula of higher education.

Ifedili and Ofoegbu (2011) opine that on account of deficient learning materials/text-books on entrepreneurship education that fit the Nigerian situation, the students are forced to make do with scanty handouts/training manuals given to them by course instructors. Worse still, these deficient handouts/manuals have never been reviewed for many years despite the constant changes in knowledge and technology, It is not a challenge peculiar to Nigeria; it has been an age long problem. Hess (1987) found that available text books devoted too little coverage for Entrepreneurship Education.

**Pedagogical Skills:** Ineffective teaching methods: The current theoretical teaching with emphasis on writing of business plan in groups of about 10-15 students has been flawed (Ifedili and Ofoegbu 2011). Educators opined that pragmatic evaluation of individual's project profile and business plan is more effective than the group activities. Available teaching methods in entrepreneurship education include: experiential-based teaching, practical assignment method and the method of working in groups. It has been established from the foregoing discussions that for the needed interaction among learners, the use of practical-oriented teaching methods as opposed to theoretic issues should be preferred if the objective of business oriented education is to prepare students/trainees/graduates for the world of work (Zraa *et al.*, 2011).

**Socio-cultural background:** Poor mindset by students: A worrisome challenge to entrepreneurship education is that students perceive the entrepreneurship education as one of the unnecessary genera courses imposed on them by the authorities to fulfill graduation requirements. They therefore exhibit poor participation in all entrepreneurship activities on campus (Ifedili and Ofoegbu, 2011). Kuratoko (2003) remarked that "unless students go to bed at night and feet their spines sweat, they [will] never know what it feels like to be an entrepreneur". The import of this bitter statement is that learners/trainees in the field of entrepreneurship should be empowered with a lot of hands-on practical exposure to business.

**Environmental Factor: Unfriendly Business Environment:** Another indirect challenge confronting management of entrepreneurship education is the echoes of multidimensional sufferings and problems affecting graduates who own small businesses in the Nigerian business environment. This unpleasant experience sends wrong signals to undergraduates taking a compulsory course in education. According to Kisunko, Brunetti and Weder, (1999) emerging entrepreneurs face high taxes, unfriendly regulations, inadequate infrastructural facilities, rising inflation, labour regulations and rigid laws governing the starting and running a business. The feedbacks from colleagues who opted for self-employment are certainly not palatable. Entrepreneurs and small businesses in Nigeria suffer from plethora of challenges, namely: harassment/extortion by government officials, poor infrastructure including bad roads, water shortage erratic electric supply and poor telecommuneation system (Mambula 2002; Chu, Kara, Benzing, 2008).

Difficulty in gaining access to bank credits and other financial institutions proved to be a major challenge hindering entrepreneurship development, but the most serious and damaging problem threatening the state of entrepreneurship in Nigeria is a lack of government interest in and support for MSEs (Ariyo, 2005; Chu *et al.*, 2008).



**Research Methodology**

Descriptive survey research design was adopted in this study. The target population for the investigation consists of 567 respondents within Nasarawa state university, Keffi who registered entrepreneur. Simple random sampling strategy was adopted to select 373 students from the study area. The instrument used for the data collection is question on entrepreneurship management (QEM). To ensure that the instrument measured it what it purports to measure; face validity was sought and obtained by subjecting the instrument to critical appraisal of the experts in Education & Measurement and Evaluation from faculty of education Nasarawa state University, Keffi. The experts were requested to rate the instrument in terms of appropriateness in focus coverage and language. The researchers obtained 0.62 validity index with 0.78 as reliability index. These ensured that the instrument was valid and reliable to carry out the study (Anikwe, 2013). Data generated from this study were collated into frequencies and analyzed using inferential statistics of regression.

**Analysis of the Results**

**Table A  
Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R square	Std. Error of the estimate	Durbin-Watson
1	.135 <sup>a</sup>	.018	-.006	1.007	1.634

**Table B  
ANOVA<sup>a</sup>**

Model	Sum of squares	Df	Mean square	F	Sig.
Regression	6.760	9	.751	.741	.671 <sup>b</sup>
Residual	366.882	362	1.013		
Total	373.642	371			

**Table C. Coefficients  
Residuals Statistics<sup>a</sup>**

	Minimum	Maximum	Mean	Std. deviation	N
Predicted value	2.19	3.14	2.66	.133	386
Residual	-1.918	1.646	.000	.976	386
Std. predicted value	-3.491	3.596	.000	.982	386
Std. residual	-1.095	1.635	.000	.970	386

The analysis of the results base on table B which shows the regression and residual. The table carried out the sum of squares of 6.760, 366.882 with the degree of 9, mean square of 0.52 and 1.013 with the significant of 0.741. Since the grade point average is 2.66 that is to say there is positive relationship between managing of entrepreneurship among undergraduate students in Nasarawa State University, Keffi.

Figure 1  
Charts

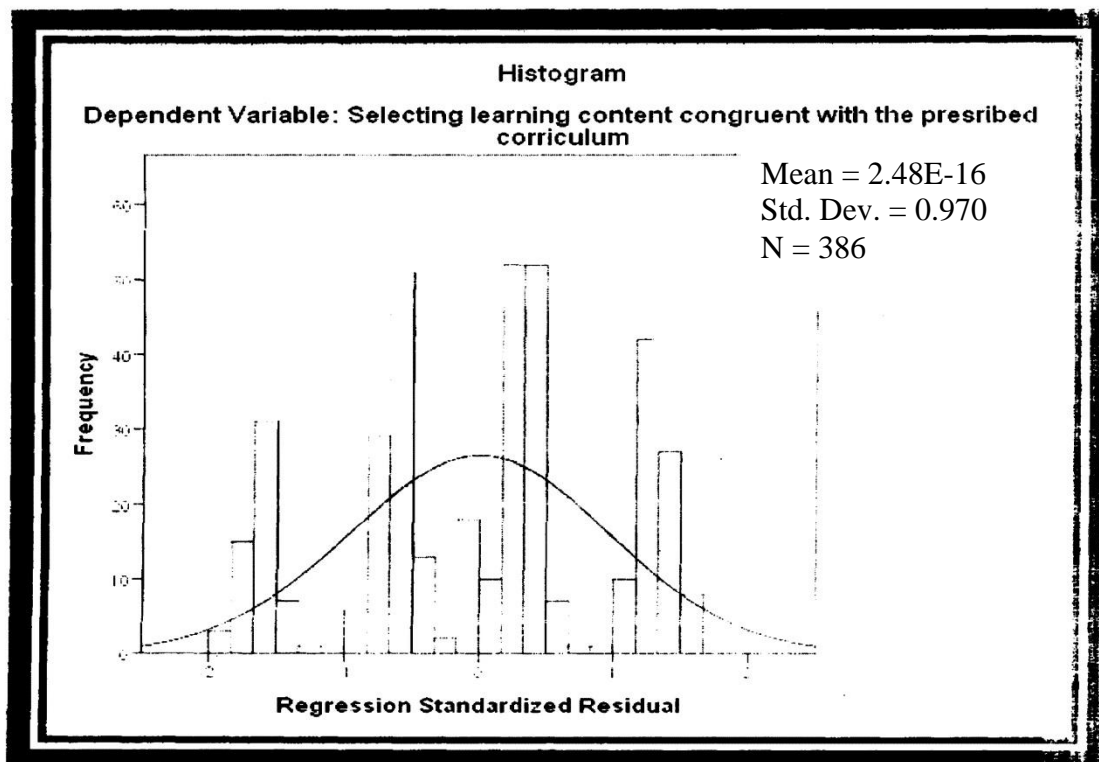
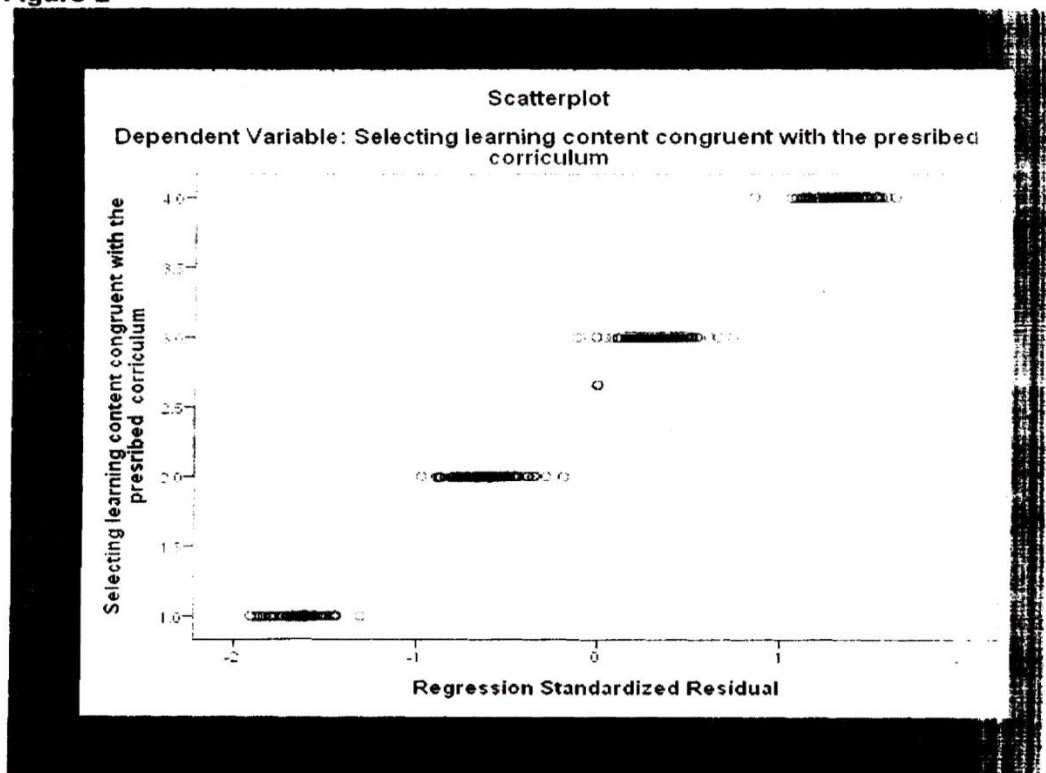


Figure 2



### Discussion of Finding

The finding showed that the mean of grade point average of students was 2.66. Also according to the coefficient variation, the highest of managing entrepreneurial among students were perseverance, self-confidence, and need for achievement. However, 78% of students said that they are ready to start their own business and it was very important for successful entrepreneurs or business owners to give something, in addition to providing employment, back to the community due high positive of managing entrepreneurship.

This finding agreed with Ariyo (2005) he results showed that the university GPA of studied students had a positive and significant relationship with perseverance and creativity at the 95% level and had a positive and significant relationship with need for achievement at the 99% level due to effective management of the skills. The result also agreed with Lin (2000). The results show that the program does not have the intended effects: the effect on students' self-assessed entrepreneurial skills is insignificant and the effect on the intention to become an entrepreneur is even significantly negative.

### Conclusion

Entrepreneurial management in Nigerian higher education is characterized with trends and challenges that more conferences on entrepreneurial education are likely to come up until the youths and graduates begin to show signs of self-reliance and independence. The point has also been made that entrepreneurial education is a key driver of an economy and that only entrepreneurs should get involved in its pedagogy.

### Recommendations

- i) Government should establish a Quality Assurance Commission for ECCDE/Basic and Post Basic Education sub sectors as this will serve as good foundational level for higher education
- ii) Nasarawa state University should embark on regular training and retraining of teachers and students along entrepreneurial lines.

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