

## **Resource Provision for Implementation of Entrepreneurship Education in Tertiary Institutions in Edo State**

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**Abstract:** This study examined the provision of resources for the implementation of entrepreneurship education programme in tertiary institutions in Edo State. Two research questions and two null hypotheses guided the study. The study employed a survey research design. The population of the study was hundred and thirty-three (133) lecturers teaching entrepreneurship in the tertiary institutions. As a result of the manageable size of the population, the entire population was used. The instrument for data collection was a structured questionnaire and the reliability of the instrument was obtained using the Cronbach Alpha method and it yielded an alpha index of 0.75. Data obtained for the study were analyzed using mean, standard deviation and t-test. Mean and standard deviation were used to answer all the research questions while t-test statistic was used to test the two hypotheses at 0.05 level of significance. The result showed that there is adequate provision of human and material resources for teaching entrepreneurship education in Edo State. The result of the hypotheses showed no significant difference in the mean responses of lecturers in private and public institutions on the adequacy of human resources as well as no significant difference in the mean responses of male and female lecturers on the adequacy of material resources in teaching entrepreneurship education. The implication of the finding is that adequate resources are provided for the teaching of entrepreneurship education in the tertiary institutions in Edo state. The researchers then recommended that adequate use of these available resources should be made for successful entrepreneurial training.

**Keywords;** Entrepreneurship, Education, Programme, Adequate and Resources

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### **I. INTRODUCTION**

Entrepreneurship education is a programme of instruction aimed at training young people to acquire certain skills, abilities and competencies to enable them set up their own entrepreneurship business or improve on the existing ones. [1] stated that entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. Entrepreneurship education is very important for graduates of tertiary institutions so that they will develop into successful entrepreneurs after graduation from school.

[2] defined Entrepreneurs as individuals who notice opportunities and take responsibility for mobilizing the resources necessary to produce new and improved goods and services. [3] stated that entrepreneurs start new business ventures and do all of the planning, organizing, leading and controlling necessary to kick-start the business. He further described the entrepreneur as a giver of employment, provider of infrastructures and valuable services to the community. He is a controller and co-coordinator of other factors of production, such as land, labour and capital.

The high rate of unemployment among Nigerian graduates demands that entrepreneurship education should be properly taught to students to enable them be self employed as well as employers of labour to the large number of unemployed youths in Nigeria. Entrepreneurship education has been receiving attention nationally. The government in a bid to ensure entrepreneurial development of the citizenry places greater emphasis on entrepreneurial development in Nigeria. Approved Minimum Academic Standard for the teaching of courses in business schools at the undergraduate level was circulated by The National Universities Commission (1989) to all tertiary institutions adding Entrepreneurial Development as a compulsory course, mounting of entrepreneurship programmes in both institutions of learning and entrepreneurship research centers for the purpose of developing entrepreneurship spirit [4].

The aim of entrepreneurship education is to encourage and train the recipients to create self employment opportunities for themselves and others through establishing new businesses. Entrepreneurship education stimulates human, business interest and potentials including the development of managerial skills and good human relations which are needed for successful operations of any business. Entrepreneurship

education provides opportunities for youths to master competencies related to core entrepreneurial knowledge, skills and attitudes, such as business opportunity recognition, idea generation and marshalling resources for establishing and running of a business [5].

Unemployment is among the major developmental problems that face every developing economy in the 21st century [6]. In Edo State today, the increasing unemployment rate among the youths has become worrisome to the government and every well meaning Nigerian citizen. The high level of unemployment could be attributed to poor development of cognate skills by the graduates of the programme in our tertiary institutions in Nigeria. There is need for a deliberate intervention to address this problem. The present situation has become alarming because most graduates turned out by the nations tertiary institutions lack relevant marketable skills [7]. Tertiary institutions comprise majorly of Universities, Polytechnics, Monotechnic and Colleges of Education. At tertiary institutions, entrepreneurship education is mostly offered as a general course for all the students at different levels.

The problem of unemployment is particularly pathetic as a number of graduates from various institutions looking for employment opportunities are increasing by the day in Edo State. It is pertinent to note that entrepreneurship education can bring about the desired remedy to this unacceptable situation. It can be a tool for securing employment and emancipation of people through the provision and acquisition of necessary knowledge and skills to make life more meaningful for the citizenry. These can only be achieved when a qualitative entrepreneurship education is instituted in tertiary institutions by ensuring that adequate resources are provided.

Resources include both human and material resources. Human resources refer to the Lecturers teaching entrepreneurship while material resources are the facilities like computers, projectors, books, tables etc used for teaching entrepreneurship. [8] laments that one of the challenges affecting entrepreneurship education in Nigeria is lack of enabling environment which includes the provision and utilization of material resources. She further stated that students in tertiary institutions are not often encouraged to be involved in entrepreneurial activities. This apathy to entrepreneurial activities may be occasioned by the level of availability of material resources used in training these students.

It is an imperative that skilled Lecturers in the various areas of entrepreneurship should be adequately provided as well as ensuring that tables, chairs and other teaching facilities are adequately supplied to meet the needs of students as well as provision of steady power supply in the lecture venues. It is worthy to note that when adequate resource provision is made in the required quantity and quality, knowledge delivery is enhanced.

### **Statement of Problem**

The Federal Government of Nigeria introduced entrepreneurship education in all higher institutions in the country to reduce the rising cases of unemployment among Nigerian youths so that upon graduation they have acquired requisite skills to set up their own entrepreneurial ventures. Many tertiary institutions have conformed but there remains a missing link resulting in the increasing rate of unemployment in Nigeria. Much impact has not been felt over a decade after the introduction of entrepreneurship education. Its introduction has not justified the huge investment in it and the attention it has attracted. While it is true that the introduction of entrepreneurship education was meant to reduce unemployment, yet unemployment is on the increase in spite of its introduction. This raises concern on the quality of the entrepreneurial training with respect to the human and material resources used in delivering instruction

### **Purpose of the Study**

The major purpose of the study was to ascertain the level of provision of human and material resources for teaching entrepreneurship education in tertiary institutions in Edo state. Specifically the study sought to:

1. Ascertain the level of adequacy of human resources for teaching entrepreneurship education in tertiary institutions in Edo state.
2. Determine the level of availability of material resources for teaching entrepreneurship education in tertiary institutions in Edo state.

### **Research Questions**

The following research questions guided the study:

1. How adequate are the human resources provided for teaching entrepreneurship education in tertiary institutions in Edo state?
2. To what extent are material resources available for teaching entrepreneurship education in tertiary institutions in Edo state?

**Hypotheses**

1. The responses of lecturers in private and public institutions will not differ on the level of adequacy of human resources provided for teaching entrepreneurship education in tertiary institutions in Edo state.
2. The responses of lecturers on the level of adequacy of material resources provided for teaching entrepreneurship education will not significantly differ based on gender.

**II. METHODOLOGY**

Two research questions and hypotheses guided the study. Questionnaire was used as the instrument for data collection. The structured questionnaire comprising of 26 items was validated by experts in business education. The reliability of the instrument was tested using Cronchbach Alpha and a reliability index of 0.75 was obtained. The population of the study comprised of 133 lecturers that teach entrepreneurship education in the ten tertiary institutions in Edo state and the entire population was studied because of its manageable size. All the 133 copies of questionnaire distributed were retrieved. Mean and standard deviation were used for answering the research questions while t-test was used to test the hypotheses at 0.05 level of significance.

**III. RESULTS**

**How adequate are the human resources provided for teaching entrepreneurship education in tertiary institutions in Edo state?**

Responses on the level of adequacy of human resources for teaching entrepreneurship education are shown in table 1:

**Table 1:** Mean and Standard Deviation on the adequacy of human resources provided for teaching entrepreneurship education in tertiary institutions in Edo State.

S\N	Items	N	$\bar{X}$	SD	Remark
1	Availability of lecturers	133	3.14	0.59	Very adequate
2	Academic exposure of lecturers	133	2.78	0.77	Adequate
3	Lecturers make good use of teaching method	133	2.98	0.74	Very adequate
4	Lecturers apply necessary teaching methods.	133	3.37	0.93	Very adequate
5	Lecturers are vocationally skilled	133	3.37	0.79	Very adequate
6	Lecturers can effectively use ICT in teaching	133	2.83	0.79	Adequate
7	Lecturers can prepare quality business plan	133	3.06	0.53	Adequate
8	Lecturers can conduct good feasibility studies	133	2.94	0.67	Adequate
9	Lecturers are regularly prepared for their classes.	133	2.93	0.78	Adequate
10	Lecturers can vary their teaching methods to cater for the needs of individual students.	133	3.06	0.68	Adequate
11	Lecturers use continuous assessment to assess their instructional effectiveness	133	3.14	0.62	Very adequate
12	Lecturers usually deliver their lessons in sequential order.	133	3.36	0.72	Very adequate
13	Lectures apply different instructional strategies to boost the interest of the students.	133	3.38	0.79	Very adequate

**Grand mean**

**3.10**

The Respondents indicated that out of the 13 items listed only 5 were adequate while others are very adequate and the grand mean of the analysis presented which is 3.10 shows that the material resources provided are adequate

**Research Question 2: To what extent are material resources available for teaching entrepreneurship education in Tertiary Institutions in Edo state?**

The summary of the data collected on the material resources available for teaching entrepreneurship education is shown in table 2 :

**Table 2:** Mean And Standard Deviation on the Extent at which Material Resources are Available for Teaching Entrepreneurship Education.

S\N	Items	N	$\bar{X}$	SD	Decision
14	Projectors	133	2.64	0.89	Moderately available
15	Computers	133	2.84	0.78	Moderately available
16	Adequate lecture halls	133	2.95	0.86	Moderately available
17	Spacious lecture halls	133	3.11	0.94	Highly available
18	Equipped practical training workshop	133	3.21	0.83	Highly available
19	Quality textbooks	133	2.71	0.98	Moderately available
20	Instructional materials for different topics	133	3.05	0.95	Highly available

21	Material for group project	133	2.80	1.09	Moderately available
22	Inter connection for web based learning	133	3.44	1.05	Highly available
23	White marker board	133	3.77	0.56	Highly available
24	Seat for students	133	3.77	0.52	Highly available
25	Tables and chairs	133	3.41	0.59	Highly available
26	Continuous assessment materials.	133	3.23	0.52	Highly available

**Grand mean** **3.15**

The result of the data analysis presented in Table 2 indicates that spacious lecture hall, equipped practical training workshop, instructional material for different topics, interconnection web based learning, white marker board, seat for students, tables and continuous assessment materials are highly available for teaching entrepreneurship education while projectors, computers, lecture halls, quality textbooks, materials for group projects are moderately available. The grand mean is **3.15**

**H01: The responses of lecturers in private and public institutions will not differ on the level of adequacy of human resources provided for teaching entrepreneurship education in tertiary institutions in Edo state.**

The data showing the result is presented on table 3:

**TABLE 3:** test of hypotheses on the responses of lecturers of public and privates institution on the availability of human resources provided for teaching entrepreneurship education

S/No	Ownership	N	$\bar{X}$	SD	DF	t-cal	t-cri	Remarks	Decision																																																																																																																																																																		
1	Public	118	3.58	0.67	131	0.86	1.96	uphold	N.S																																																																																																																																																																		
	Private	15	3.73	0.59						2	Public	118	2.67	1.25	131	0.96	1.96	uphold	N.S	Private	15	3.00	1.25	3	Public	118	2.82	1.16	131	1.20	1.96	uphold	N.S	Private	15	3.20	1.01	4	Public	118	2.81	0.92	131	0.82	1.96	uphold	N.S	Private	15	2.60	0.83	5	Public	118	2.97	0.67	131	0.14	1.96	uphold	N.S	Private	15	3.00	0.54	6	Public	118	3.11	0.68	131	0.63	1.96	uphold	N.S	Private	15	3.00	0.00	7	Public	118	2.43	0.93	131	1.23	1.96	uphold	N.S	Private	15	2.13	0.35	8	Public	118	2.81	0.81	131	0.60	1.96	uphold	N.S	Private	15	2.93	0.46	9	Public	118	2.97	0.95	131	1.41	1.96	uphold	N.S	Private	15	3.33	0.82	10	Public	118	2.89	0.98	131	0.92	1.96	uphold	N.S	Private	15	3.13	0.92	11	Public	118	2.37	1.01	131	0.15	1.96	uphold	N.S	Private	15	2.33	0.72	12	Public	118	2.86	0.76	131	0.69	1.96	uphold	N.S	Private	15	3.00	0.00	13	Public	118	2.45	0.98	131	0.85	1.96
2	Public	118	2.67	1.25	131	0.96	1.96	uphold	N.S																																																																																																																																																																		
	Private	15	3.00	1.25						3	Public	118	2.82	1.16	131	1.20	1.96	uphold	N.S	Private	15	3.20	1.01	4	Public	118	2.81	0.92	131	0.82	1.96	uphold	N.S	Private	15	2.60	0.83	5	Public	118	2.97	0.67	131	0.14	1.96	uphold	N.S	Private	15	3.00	0.54	6	Public	118	3.11	0.68	131	0.63	1.96	uphold	N.S	Private	15	3.00	0.00	7	Public	118	2.43	0.93	131	1.23	1.96	uphold	N.S	Private	15	2.13	0.35	8	Public	118	2.81	0.81	131	0.60	1.96	uphold	N.S	Private	15	2.93	0.46	9	Public	118	2.97	0.95	131	1.41	1.96	uphold	N.S	Private	15	3.33	0.82	10	Public	118	2.89	0.98	131	0.92	1.96	uphold	N.S	Private	15	3.13	0.92	11	Public	118	2.37	1.01	131	0.15	1.96	uphold	N.S	Private	15	2.33	0.72	12	Public	118	2.86	0.76	131	0.69	1.96	uphold	N.S	Private	15	3.00	0.00	13	Public	118	2.45	0.98	131	0.85	1.96	uphold	N.S	Private	15	2.67	0.49								
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The result of the data analysis presented in Table 3 indicates that there was no significant difference in the response of lecturers of public and private institutions on the adequacy of human resources provided for teaching entrepreneurship education. This result shown in Table 3 shows that the t-calculated is less than the critical value of 1.96 hence the researcher upholds the null hypotheses that the responses of lecturers in private and public institutions will not differ on the level of adequacy of human resources provided for teaching entrepreneurship education in tertiary institutions in Edo state.

**H0<sub>2</sub>: The responses of lecturers on the level of adequacy of material resources provided for teaching entrepreneurship education will not significantly differ based on gender.**

The data showing the result is presented on table 4:

**TABLE 4:** Test of hypotheses on the responses of male and female lecturers on the level of adequacy of material resources used in teaching entrepreneurship education.

S/No	Gender	N	$\bar{X}$	SD	DF	t-cal	t-crit	Remarks	Decision
14	Male	81	3.57	0.67	131	0.56	1.96	uphold	N.S
	Female	52	3.63	0.66					
15	Male	81	2.60	1.21	131	1.17	1.96	uphold	N.S
	Female	52	2.87	1.31					
16	Male	81	2.75	1.12	131	1.41	1.96	uphold	N.S
	Female	52	3.03	1.17					
17	Male	81	2.63	0.91	131	2.46	1.96	Reject	Sig
	Female	52	3.01	0.85					
18	Male	81	2.96	0.70	131	0.32	1.96	uphold	N.S
	Female	52	3.00	0.59					
19	Male	81	3.00	0.71	131	2.24	1.96	Reject	Sig
				3.25					
20	Male	81	2.30	0.91	131	1.67	1.96	uphold	N.S
	Female	15	2.56	0.83					
21	Male	81	2.74	0.80	131	1.47	1.96	uphold	N.S
22	Female	52	2.94	0.73	131	2.63	1.96	Reject	Sig
	Male	81	2.84	0.97					
23	Female	52	3.27	0.84	131	1.53	1.96	uphold	N.S
	Male	81	2.81	0.92					
24	Female	52	3.10	1.03	131	1.06	1.96	uphold	N.S
	Male	81	2.31	0.98					
25	Female	52	2.48	0.98	131	0.80	1.96	uphold	N.S
	Male	81	2.84	0.78					
26	Female	52	2.94	0.61	131	1.41	1.96	uphold	N.S
	Male	81	2.38	0.94					
	Female	52	2.62	0.91					

The result of data analysis presented in Table 4 indicates that there was no significant difference in the mean response of male and female lecturers on the adequacy of material resources used for teaching entrepreneurship education as shown in all the items except items 17, 19 and 22 that indicated that there was significant difference on the mean responses of male and female lecturers on the availability of material resources for teaching entrepreneurship education, the researchers therefore uphold the null hypothesis.

#### IV. DISCUSSIONS

The result of the data analysis presented in table 1 shows that tertiary institutions offering entrepreneurship education in Edo state have adequate human resources for teaching the course. The test of hypothesis 1 showed no significant difference in the responses of lecturers in private and public institutions. This is in line with the findings of [9] who found out in their study on the status of entrepreneurship in tertiary institutions that lecturers have adequate academic exposure and pedagogical preparation for effective teaching. The result of this study is also in line with that of [10] who found out that human resources provided for teaching entrepreneurship are competent enough to teach the students the needed entrepreneurship skills. but indicated that they lack the facilities for teaching and learning.

The result of data analysis presented in Table 2 which shows the level of availability of material resources for teaching entrepreneurship education revealed that in tertiary institutions in Edo state, material resources are available for teaching entrepreneurship education. The findings of this study is in line with that of [11] who conducted a research on entrepreneurship education and youth employment problems in Nigeria with emphasis on whether the facilities on ground are commensurate to course delivery. The result revealed that materials and facilities for teaching are highly available.

On the test of hypothesis on the availability of material resources, it was found that there is no significant difference in the responses of male and female lecturers on 10 out of the 13 teaching materials presented. This indicates that both the male and female lecturers to a large extent are of the view that materials are basically provided for teaching entrepreneurship except spacious hall, quality textbooks and inter connection for web based learning. This result is in line with the findings of [12] who found out in their study on the status of entrepreneurship in tertiary institutions that textbooks are inadequately available and lecture rooms are not spacious for effective teaching and learning.

Considering the responses on provision of resources in tertiary institutions offering entrepreneurship education one wonders why there is high level of unemployment in Edo state. Perhaps the

resources might be available but adequate learning methodologies are not observed. Learning of skills must be organized in a way that students are kept as active as possible throughout the period of instruction to inspire and guide them on activities specially designed to present as near as possible the work situation they will come to contact with after graduation. Skill acquisition has shifted from subject centeredness where the teacher dominates the learning activities to learner's centeredness where the learner controls the learning activities by carrying out those activities themselves.

## V. CONCLUSION

This study has found out that adequate provision of human and material resources were made for the teaching of entrepreneurship education in Edo state. These human and materials resources provided should be sufficient to teach the subject as well as empower beneficiaries of the programme at the different institutions. However, much still needs to be done especially as the population of unemployed graduates has not significantly decreased in the face of the current economic recession that Nigeria is experiencing in recent times. This calls for the need to ascertain the teaching strategies to be employed for better teaching and learning.

## VI. RECOMMENDATIONS

Based on the findings of the study, the researcher made the following recommendations:

- \* Lecturers of entrepreneurship education should explore various teaching methods and approaches to enhance the development of entrepreneurial skills on the students.
- \* Tertiary institutions should partner with successful entrepreneurs for a periodic training on their areas of specialty.
- \* Funds should be made available for the graduates of the programme as initial capital considering that they are start-ups.
- \* Follow up studies should be conducted by the institutions to monitor how the entrepreneurs are managing their financial resources.

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