

## **ENTREPRENEURSHIP EDUCATION IN DELTA STATE POLYTECHNICS**

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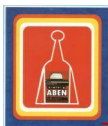
### **Abstract**

*The study was conducted using survey design to determine the strategies as well as the effectiveness of the strategies used for teaching entrepreneurship education in Delta State Polytechnics. The study was guided by two research questions and one null hypothesis. The population of the study comprised 56 entrepreneurship education lecturers in the three Delta State Polytechnics (Ogwashi-Uku, Ozoro and Otefe-Oghara). The entire population was used for the study. A structured questionnaire of 40 items was used for data collection after being validated by three experts with internal consistency coefficient value of 0.84. The data collected in respect of the research questions were analyzed using mean and standard deviation while data regarding the hypothesis were tested at 0.05 level of significance using t-test statistic. The study found that lecturers used all the teaching strategies listed in the questionnaire except organizing competitions for students on entrepreneurship. Similarly, it was also revealed that all the identified strategies used by lecturers were very highly effective except questionnaire items 2,5,15 and 16 (see Table 2) which were rated as moderately effective. The study also showed that both the less and more experienced lecturers did not differ significantly in their opinions on the effectiveness of strategies used for teaching entrepreneurship education in Delta State Polytechnics. Based on these findings, it was recommended among others that lecturers should continue to adopt the identified strategies in the teaching of entrepreneurship education since almost all of the strategies were rated very highly effective.*

### **Introduction**

The issue of empowering the graduates through entrepreneurship education has taken the centre stage of every development discourse especially in the present face of economic crisis and increase in the level of graduates unemployment and poverty. According to Onyesom and Uwaifo (2013), in the early years of Nigeria, securing job after graduation was not a difficult task. They observed that the university, polytechnic and college of education graduates secured jobs in their final years in school. Onyesom and Uwaifo further maintain that in some instances, appointment papers were issued to young graduates at the orientation camps during the National Youth Service Corps (NYSC). So, getting a job was not the problem of the young graduates then but the headache of the employers to get them.

Today, the situation is apparently different. The soaring rate of graduate unemployment has become a source of worry to the graduates, their parents, relatives and of course, the governments. It has become an economic, political, security and social



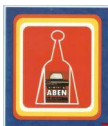
problem in Nigeria particularly among graduates. Entrepreneurship education in Nigeria came about as a means of proffering solution to the unemployment challenges facing young tertiary school graduates. The aim of entrepreneurship education is to adequately equip students of tertiary institutions with entrepreneurial competencies and skills necessary for successful business venture prior to graduation to enable them contribute their quota to individual and national economic survival and transformation (Oriazowanlan, 2013). Entrepreneurship education is believed to be an important mechanism of economic growth and development.

Entrepreneurship Education is relatively young and has experienced considerable growth in just a decade of existence. It is becoming a major topic of debate among curriculum developers. Suartha and Suprpti (2016) described entrepreneurship education as the training that emphasized the acquisition and development of appropriate knowledge and skills that will enable an individual to maximize the resources around him and within the limits of his capability. In the same vein, Osuala (2004) and Duru (2006) noted that entrepreneurship education is a specialized training given to persons to acquire skills, ideas and management abilities necessary for self-reliance. According to Okoye (2004), entrepreneurship education consist of ideas, information and facts that help learners develop competencies needed for firm career's commitments such as setting up businesses, marketing services or being productive employees of organization.

Entrepreneurship education is the process of providing individuals with the concepts and skills to recognize business opportunities that others have overlooked and to have the insight, self esteem and knowledge to act where others have hesitated. The essence of entrepreneurship education is to help students acquire increased understanding of entrepreneurship and equip them with necessary entrepreneurial approaches to the world of work as well as prepare them to act as entrepreneurs and managers of new businesses (Buba, Rimamnde, Umman, & Mallo, 2015). Entrepreneurship education focuses on the start up of new business ventures. It emphasizes imagination, creativity, and risk taking in business. The tenet of entrepreneurship education is to equip students with productive work life and self reliance.

The Nigerian government has recognized the need for entrepreneurship education when it directed in 2006 that entrepreneurship education be incorporated into all programmes offered in our tertiary institutions as a mandatory course for all students. Consequently, the National Council on Education at its 53<sup>rd</sup> meeting held in Calabar same year, also directed the higher education supervisory agencies to commence the production of appropriate training documents and guide for effective and efficient delivery of entrepreneurship education (National Board for Technical Education, 2007).

In response to these directives by federal government and National Council on Education, the National Board for Technical Education (NBTE) developed and produced



curricular and training manuals for use in training students in polytechnics and similar institutions in the following courses: Introduction to Entrepreneurship (EED 126); Practice of Entrepreneurship (EED 216) and Entrepreneurship Development (EED 413). These courses are offered as theory and essentially practical.

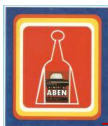
The attainment of the objectives of these course offerings will require diligent instructional delivery and pedagogy. The preparedness, willingness and ability of teachers are the major factors that determine programme's effectiveness. If the delivery practice of any course is not effective, it may render the objectives unattainable. The objective of entrepreneurship education which is for graduates of tertiary institutions to acquire adequate understanding of the intricacies of business operations and the skills for entrepreneurship success may become unattainable if the course pedagogy and delivery pattern is defective.

In the polytechnics, lecturers with relevant knowledge and skills in the field of management, business and entrepreneurship are assigned to teach the entrepreneurship education. As noted by Jimoh-Kadiri (2012), most of these lecturers have no training in pedagogy. Jimoh-Kadiri further affirmed that they do not use appropriate teaching methodology in teaching the students and that they teach entrepreneurship education mainly by lecture method. Usually, course format in entrepreneurship is more informal and tends to focus on "hands-on" teaching methods. The use of appropriate instructional strategies by different entrepreneurship education lecturers is a sine qua non for knowledge acquisition, retention, assimilation, recall and application by students (Ezenwafor & Ndinechi, 2004). The way a teacher teaches a particular subject has a direct and consequential effect on the student's interest and performance.

### **Statement of the Problem**

The introduction of entrepreneurship education into tertiary institutions means that the programme has to be taught. However, the methods and techniques of teaching this course are not clear nor has it been fully documented in terms of its effectiveness in the Nigerian polytechnics. The greatest challenge facing entrepreneurship education is the teaching strategies for inculcating the expected skills to its recipients. Atakpa (2011) noted that despite the entrepreneurship courses offered, Nigerian graduates in recent times are still wondering about seeking for salaried jobs which are not available. Poor quality teaching has been identified as a major factor in the ineffectiveness of entrepreneurship education in Nigerian tertiary institutions (Jimoh-Kadiri, 2012).

This situation actually necessitated this study. Therefore, there is need to ascertain the effectiveness of the various strategies which lecturers in polytechnics employ in teaching entrepreneurship education as mandated by Federal Government of Nigeria (FGN) and National Board for Technical Education (NBTE).



## **Purpose of the Study**

This study was particularly conducted to determine the various strategies used by lecturers in teaching entrepreneurship education in Delta State Polytechnics as well as the effectiveness of the strategies in achieving the objectives of the course.

## **Research Questions**

The following research questions were posed to guide the study. In the opinion of entrepreneurship education lecturers;

1. What are the strategies used for teaching entrepreneurship education in Delta State Polytechnics?
2. How effective are the strategies used for teaching entrepreneurship education in Delta State Polytechnics?

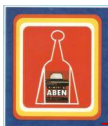
## **Hypothesis**

The following null hypothesis was tested at 0.05 level of significance: There is no significant difference in the mean ratings of respondents on the effectiveness of strategies used for teaching entrepreneurship education in Delta State Polytechnics based on years of teaching experience.

## **Method**

The study adopted the survey design and was conducted in the three polytechnics in Delta State. The population of the study consisted of 56 entrepreneurship education lecturers in the polytechnics as follows: Delta State Polytechnic, Ogwashi-Uku 19; Delta State Polytechnic, Ozoro 21 and Delta State Polytechnic, Otefe-Oghara 16. The entire population was used for the study.

The instrument used for data collection was a structured questionnaire. The questionnaire was designed to obtain information from the respondents on the strategies used by lecturers in teaching entrepreneurship education as well as the effectiveness of the strategies. The response pattern adopted for the questionnaire was a four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) regarding data for research question one while Very Highly Effective (VHE), Highly Effective (HE), Moderately Effective (ME) and Not Effective (NE) for information concerning research question two. The questionnaire was validated by three experts who were requested to vet the instrument in terms of language, clarity, relevance and relatedness to the research questions and hypotheses of the study. The criticisms of the experts were noted while their suggestions were considered and incorporated in the final draft of the questionnaire.



The internal consistency of the instrument was also established through test-retest method and the data generated thereof were subjected to Pearson Product Moment Correlation Analysis which yielded a coefficient value of 0.84. This value was considered high enough for the instrument to be reliable.

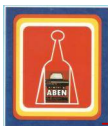
Copies of the questionnaire were administered by the researcher with the help of two entrepreneurship education lecturers and the data generated were analyzed using mean and standard deviation to answer the research questions while the null hypothesis was tested using t-test statistic at 0.05 level of significance. Decision regarding the research questions was taken based on the boundary limits of the four-point rating scale while the null hypothesis was rejected where the t-calculated value is greater or equal to the Table value and retained where the t-calculated is less than the Table value.

### **Presentation of Results**

Data in Tables 1 and 2 addressed research questions 1 and 2 while Table 3 shows results of the null hypothesis.

**Table 1: Means and Standard Deviations of Strategies Used by Lecturers in Teaching Entrepreneurship Education**

S/N	Strategies	$\bar{X}$	SD	Remark
1.	Teachers career talk on how to run small business	3.46	0.76	<b>SD</b>
2.	Use of slide and transparence on business ideas	2.73	1.04	<b>A</b>
3.	Film display on shows on how to conduct board meetings	2.65	2.70	<b>A</b>
4.	Self instruction on entrepreneurship	2.96	1.04	<b>A</b>
5.	Computer programmes showing business analysis	3.31	1.01	<b>SA</b>
6.	Formation of business clubs	3.04	1.02	<b>SA</b>
7.	Class discussion on entrepreneurship	3.23	1.15	<b>SA</b>
8.	Excursion to business organizations	2.81	0.89	<b>A</b>
9.	Teaching student entrepreneurial skills in class	3.23	1.07	<b>SA</b>
10.	Giving student assignment on business management	2.81	1.17	<b>A</b>
11.	Use of posters to promote the teaching of entrepreneurship	2.54	1.13	<b>A</b>
12.	Motivating student with incentives during lessons	2.81	1.17	<b>A</b>
13.	Use of debates for developing high reasoning ability	3.19	0.98	<b>SA</b>

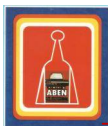


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14.	Studying of text books on business management by the students	3.12	0.86	<b>SA</b>
15.	Use of games and stimulations to show case entrepreneurship	3.04	0.87	<b>SA</b>
16.	Organizing competitions for students on entrepreneurship	2.00	0.79	<b>D</b>
17.	Writing business plans and presenting them before the class	3.38	1.08	<b>SA</b>
18.	Giving student assignment on entrepreneurship	3.12	0.86	<b>A</b>
19.	Building of confidence into the student using pap talks	3.42	0.76	<b>SA</b>
20.	Use of marketing and distributive education in classes	3.15	0.97	<b>SA</b>

Table 1 shows the various strategies employed by lecturers in developing entrepreneurship skills in the students. The results of the analysis show that lecturers employed all the teaching strategies except organizing competitions for students on entrepreneurship. All the other items were rated between mean values of 3.46 and 2.54. This means that the strategies are used by lecturers in teaching entrepreneurship education. The close range of the standard deviations shows that the respondents were not very far from each other in their responses.

**Table 2: Means and Standard Deviations on the Efficacy of Strategies Used by Lecturers of Entrepreneurship Education**

S/N	Strategies	$\bar{x}$	SD	Remark
1.	Teachers career talk on how to run small business	3.08	1.09	<b>VHE</b>
2.	Use of slide and transparence on business ideas	1.88	1.21	<b>ME</b>
3.	Film display on shows on how to conduct board meetings	3.08	0.93	<b>VHE</b>
4.	Self instruction on entrepreneurship	3.11	0.95	<b>VHE</b>
5.	Computer programmes showing business analysis	1.88	0.95	<b>ME</b>
6.	Formation of business clubs	3.55	0.85	<b>VHE</b>
7.	Class discussion on entrepreneurship	3.47	0.85	<b>VHE</b>
8.	Excursion to business organizations	3.56	0.98	<b>VHE</b>
9.	Teaching student entrepreneurial skills in class	3.68	0.94	<b>VHE</b>
10.	Giving student assignment on business management	3.02	0.95	<b>VHE</b>



11.	Use of posters to promote the teaching of entrepreneurship	3.12	0.95	VHE
12.	Encouraging student to interact with big business men and women	3.11	1.21	VHE
13.	Use of debate for developing high reasoning ability in the students	3.12	1.03	VHE
14.	Studying of text books on business management by the students	3.08	1.13	VHE
15.	Use of games and stimulations to show case entrepreneurship	1.98	0.82	ME
16.	Organizing competitions for students on entrepreneurship	2.00	0.91	ME
17.	Writing business plans and presenting them before the class	3.23	1.17	VHE
18.	Giving student assignment on entrepreneurship	3.26	0.72	VHE
19.	Building self confidence into the student using pap talks	3.42	0.70	VHE
20.	Use of marketing and distributive education in classes	3.23	1.07	VHE

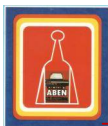
Table 2 presents the results of the effectiveness of strategies used by Lecturers in teaching entrepreneurship education. The data analysis indicates that all the identified strategies used by lecturers are very highly effective except items 2,5,15 and 16 which are moderately effective. The analysis also showed that teaching students' entrepreneurship education in class is the most effective strategy currently used by the lecturers involved in the teaching of entrepreneurship education as it got the highest mean of 3.68. The close range of the standard deviations indicates the homogeneity of respondents' opinions.

**Table 3: Summary Table of t-test Analysis of the Null Hypothesis**

S/N	Source of Variation	No	X	SD	df	t-cal	t-crit	Decision
1.	Less Experienced	23	59.09	19.69				
2.	More Experienced	33	61.8	20.25	54	0.87	1.960	Retained

Since the calculated t-value of 0.87 at 0.05 level of significance with a degree of freedom of 54 is greater than the critical table value of 1.960, the null hypothesis which stated that there is no significant difference in the mean ratings of respondents on the effectiveness of strategies used for teaching entrepreneurship education in Delta State Polytechnics based on years of experience is retained. This means that both the less and





more experienced lecturers did not differ significantly in their opinions on the effectiveness of strategies for teaching of entrepreneurship education.

### **Discussion of Results**

The results of the study indicates that Delta State Polytechnics lecturers use career talks, display film shows on giving of assignment, organizing debates, asking student to study text on entrepreneurship, excursion among others as strategies for developing entrepreneurship skills in the students. The outcome of this study agrees with Undiyaundeye, (2008) and Igbo (2004) who contended that the best strategy to employ in developing the spirit of entrepreneurship in the students was through the teaching of skills of entrepreneurship in the classrooms. The authors also agree with the findings of the present studies when they asserted that university teachers need to adopt several strategies to achieve the implementation of entrepreneurship education in schools and colleges.

Concerning research question two, the results of the study showed that strategies such as teaching the students entrepreneurship education in class, use of career talks, excursion to business places, film shows on successful entrepreneurship, encouraging students to interact with big time businessmen among other strategies were rated by the respondents as very highly effective in the teaching of entrepreneurship education in universities. This finding of the study is in consonance with the results of various studies of Jimoh-Kadiri (2012); Obikeze (2010); Ayeduso (2004) and Lunkard (2003) who contended that most of the aforementioned strategies in table two are efficacious in the teaching of entrepreneurship education in tertiary institutions of learning in Nigeria.

Regarding the null hypothesis, the outcome indicates that there is no significant difference between less and more experienced lecturers on effectiveness of strategies used for teaching of entrepreneurship education. Both less and more experienced lecturers prefer strategies such as direct teaching, film shows on entrepreneurship, organizing career talks, going on excursion, encouraging the students to embrace entrepreneurship skills, teaching students to think positively and motivating the students to interact with big time businessmen through excursion to big firms.

### **Conclusion**

The study investigated the strategies used by lecturers in the teaching of entrepreneurship skills to students in Delta State Polytechnics. From the findings, it can be concluded that lecturers in Delta State Polytechnics use different strategies in teaching entrepreneurship education. Some of the major strategies identifies include: teaching entrepreneurship in classes as a course of study, use of career talks and use of film shows of entrepreneurs among others. There is no significant difference in the mean ratings of respondents on the





effectiveness of strategies used for teaching entrepreneurship education in Delta State Polytechnics based on years of experience.

### **Recommendations**

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

1. The lecturers should continue to adopt the identified strategies in the teaching of entrepreneurship since almost all of the strategies were rated very highly effective.
2. The government and institutions of learning should continue to create more awareness about the need for entrepreneurship education and the need for the students to embrace it.
3. Dynamic entrepreneurial skills should be built into the curricular of different levels of education in the country.

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