

Comparison Of How Educational Institutions Implemented Entrepreneurship Education Programme in Nigeria And Implications For Self-Employment

Odigbo, P. C. (PhD)

Department of Business Administration and Management,
Federal Polytechnic, Ado Ekiti, Ekiti State

Otalu, J. O.

Department of General Studies, Federal Polytechnic, Ado
Ekiti, Ekiti State

Abstract: This paper compared entrepreneurship education implementation among three tertiary educational institution-types and compared their compliance with Gagne's Theory of Instructional Design to estimate prospects for self-employment. The instrument of data collection was a structured questionnaire administered on key informants. A sample of 540 respondents, made up of 10 respondents from 54 institutions was selected for the study. Data was analysed with descriptive statistics. Comparing implementation among tertiary institution-types showed a haphazard result – weak in some aspect and strong in others. Comparing their performance to Gagne's Theory of Instructional Design to predict prospects for generating self-employment among participant showed poor prospects. A review of the entire programme design and implementation was recommended.

Keywords: Entrepreneurship education, Self-employment, tertiary institutions, knowledge, skill, attitude

I. INTRODUCTION

Entrepreneurship education was introduced into higher education in Nigeria to develop knowledge, skills and attitudes that lead to self-employment. Entrepreneurship education gained global prominence after the European Union recognised 'entrepreneurship skill development' as a tool for equipping youths '...with ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them' (Jones and English, 2004, p.2). According to Akudolu (2001), the goal of entrepreneurship education, was for learners to acquire entrepreneurial capacities and skills that will make them to be self-employed.

Policy makers usually adopt entrepreneurship education as a tool to influence attitude towards self-employment as a career option (Rasheed, 2000). In Nigeria, government made entrepreneurship education compulsory in all programmes in tertiary education '... to engender the production of a crop of entrepreneursand hence address the problem of graduate unemployment in the country' (NBTE, 2007).

In order to achieve the objective, the National Universities Commission (NUC) and the National Board for

Technical Education (NBTE) organised training for academic staff on 'what' to teach in entrepreneurship education. The NBTE also produced manuals to guide 'what' to teach in entrepreneurship education in Polytechnics and Monotechnics. However, the supervisory bodies neglected to train staff on 'how' to teach entrepreneurship. And the omission, small as it may appear, threatens the overall effectiveness of the entire programme.

The 'how' question assumed heightened importance when Rae (2007) and Gunyanful (2013) stated that teaching entrepreneurship 'inappropriately' led to programme failure. According to Arogundade (2011), entrepreneurship education was not simply a question of knowledge acquisition. It was about developing the ability to act in an entrepreneurial manner. Huroth and Johannison (2009), agreed that entrepreneurship education was not just about learning 'what', but mostly about learning 'how' to do new things, and how to create value.

The objective of entrepreneurship education was that, in addition to improving knowledge, skill, and attitude; it was expected to lead to changes in behaviour of the learner in form of measurable outcomes or action taken by the learner. The

expected outcome includes young graduates going into business for self-employment.

The extent the objective of a programme such as entrepreneurship education can be achieved depends on how the programme was implemented. Research reports by scholars in Nigeria, shows that different sets of implementation guidelines were provided for universities, polytechnics and monotechnics by their respective supervisory bodies, and the institutions ended up adopting different implementation strategies (Unachukwu, 2009; Adiele, 2010). The implication of different guidelines and different implementation strategies may be different outcomes in terms of self-employment, and these differences make comparison imperative.

Akhuemonkhan, Raimi and Sofoluwe (2013) were of the view that the implementation strategies adopted for entrepreneurship education determines whether or not the objectives will be achieved at all. According to Zemke (2002), traditional strategies for teaching, such as lectures may improve knowledge but not behaviour. He criticized all methods of skills training that were output based rather than being based on understanding of the principles and process of instruction, learning and practice. Zemke (2001) had suggested 'interactive intervention' that were more impactful in changing behaviour outcomes which includes case discussions, practical simulation, roundtable discussions, interactive presentation and sequenced sessions.

Lesko (2010) believes that since all trainings consist of physical and psycho-environmental factors, and in order to better influence change in behaviour, trainees must be able to carry out the practice with intensity and sustainability. Politis (2005) suggests balancing between cognitive effort, and mental work involved in decision making that underscores movement and contextual interference. According to him, high cognitive effort demanding practice may result in decrease in practical performance but improves retention of the practiced skill and ultimately the desired change in behaviour. The opposite was true where practice that does not require high amount of cognitive effort improves practice performance but did not provide change in behaviour.

These diverse observations, therefore, called for a comparison of 'how' entrepreneurship education was implemented in educational institutions in order to determine programme relevance, efficiency, effectiveness, impact, sustainability (Fayolle, 2005). The objective of this paper was to compare entrepreneurship education implementation among three tertiary educational institution-types. The outcome of the comparison will be used to derive prospects of self-employment among graduates using Gagne's Theory as a framework.

Gagne's Theory of Instructional Design (1985) stipulated that there are several types and levels of learning, and each of these types and levels required different types of instruction that was tailored to meet the need. Gagne identified five categories of learning to include verbal information, intellectual skills, cognitive, motor skills and attitude. Central to Gagne's model were the "conditions of learning" categorized into internal and external. The internal conditions dealt with what the learner knows before instruction. The external conditions were stimuli that were presented to the

learner, starting with how instructions were presented by the teacher. These external conditions were the focus of this study.

Gagne recommended that before commencing training, trainers should specify the intended outcome because it determines other relevant steps especially the selection and arrangement of appropriate instructional events. They should also inform learners of the objectives, so as to initiate internal process of expectancy and to motivate learners (Akudolu: 2009). The first step in actual training was demonstration to show what constitutes correct performance, where practicable. Or using case studies and graphical representations, all intended to help learners encode and store information for the long-term. Implicit in this step was that trainers should supervise trial-runs by trainees to provide opportunity for learners to get familiar with equipment and procedure. The second step was opportunity to demonstrate skill by learner because the most effective way to achieve psychomotor objective was to get learners to perform and practice activity after lecture and demonstration. According to Tedosco (1997) practice translates to higher rate of retention and attitude change. The third step was evaluation of independent practice by supervisor and peers to increase learners' confidence and enhances transfer. Transfer implied ability to apply skills correctly without supervision in the same or different settings. The ability to transfer knowledge and skills to new problems and situation was indicative of positive behaviour change. The fourth step was feedback reinforcement on supervised demonstration and practice which was needed for retention, transfer and behaviour change.

In order to achieve the objective of the study, four research questions were raised focusing on four areas identified by Hijort and Johannisson (2009) that enhance feasibility to venture, self-efficacy and self-employment, as follows:

- ✓ How do entrepreneurship education instructors compare on demonstration of instructional events across institutions?
- ✓ How do entrepreneurship education students compare on participation in practical training across institutions?
- ✓ How do entrepreneurship education students compare on evaluation across institutions?
- ✓ How do entrepreneurship education students compare on reinforcement feedback across institutions?

II. MATERIALS AND METHODS

This study adopted an exploratory survey design. The study compares how three tertiary educational institution-types implemented entrepreneurship education programmes on one hand and then compared their compliance to Gagne's Theory of Instructional Design to derive the implications for self-employment.

The study data was collected from 54 higher education institutions made up of 18 universities (6 Federal, 6 State and 6 private), 18 polytechnics (6 Federal, 6 State and 6 private) and 18 monotechnics (6 Federal, 6 State and 6 private). A sample of 540 stakeholders; 10 stakeholders each from 54 institutions were selected by convenience sampling technique. The 10 respondents were made up of the Directors of

Entrepreneurship education, 3 instructors and six final year students. The institutions were selected from three out of six geopolitical zones in Nigeria namely; South West, South East and North Central.

The instrument of data collection was a four-item questionnaire, each with five options arranged in descending order of accuracy. Research data was analysed with descriptive statistics.

III. RESULTS AND DISCUSSION

This section presents the research results and discussion of the results.

How do entrepreneurship education instructors compare on demonstration of appropriate instructional events to students across institutions?

Variable	University N	Polytechnic N	Monotechnics N
Instructor demonstrate and supervise students practice	70	106	68
Instructor demonstrate and leave students to practice	108	40	82
Instructors demonstrate only	12	4	10
no demonstration any other	8	0	2

Table 1: Comparison of Demonstration of EED instruction across Institutions

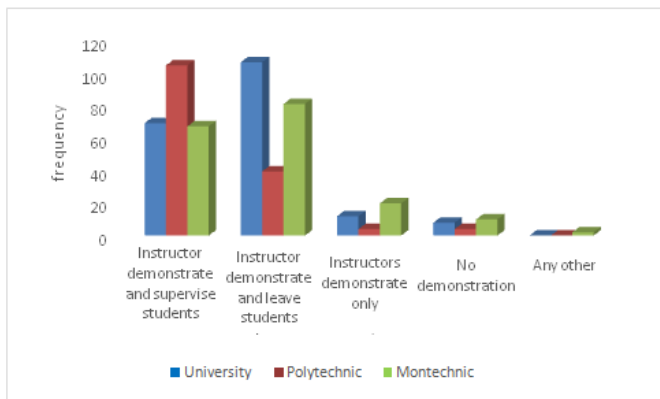


Figure 1: Comparison of Demonstration of EED instruction across Institutions

Table 1 showed that EEd Instructors in universities demonstrate and leave students to practice in 108 instances; instructors in polytechnics demonstrate and supervise students practice in 106 instances. In Monotechnics, instructors demonstrate and supervise students practice in 68 instances and in another 70 instances instructors in Monotechnics demonstrate and leave students to practice.

How do entrepreneurship education students compare on participation in practical training across institutions?

Variable	University N	Polytechnic N	Monotechnics N
Students practice many times everyday	10	18	6

Students practice on the day for practical	90	70	6
Students practice during time for practical	86	62	76
no time is allocated for practical	10	2	8
any other	2	2	6

Table 2: Comparison of Students' Participation in EED Practical Across Institutions

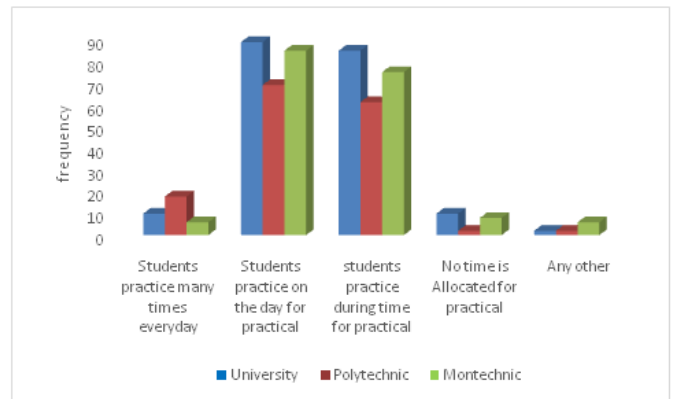


Figure 11: Comparison of Students' Participation in EED Practical Across Institutions

Table 2 showed that students in universities practiced on the day assigned for practical in 90 instances, and during time allocated for practical in 86 instances while students in monotechnics practiced during time allocated for practical in 76 instances.

How do entrepreneurship education students compare on Peer Evaluation across institutions?

Variable	University N	Polytechnic N	Monotechnics N
students present to class and instructors	70	26	52
students present only to class members	68	110	98
student do not present	40	10	16
Others	20	8	16

Table 3: Comparison of students' evaluation across Institutions

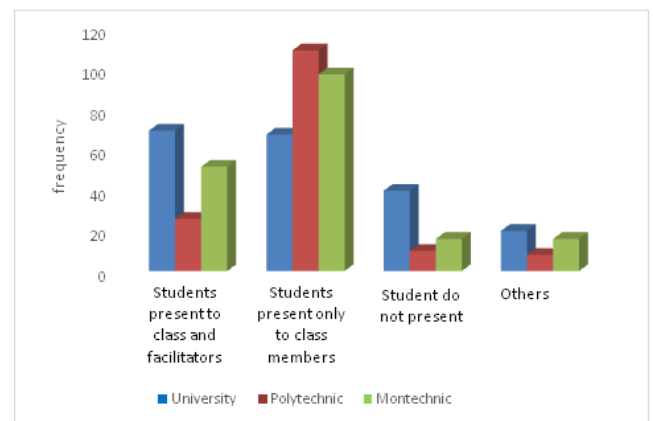


Figure 111: Comparison of students' evaluation across Institutions

Table 3 showed that while students in Polytechnics made presentation mostly to class members in 110 instances, students in universities made presentation to instructors in 70 instances, and students in Monotechnics made presentation to class members in 98 instances.

How do entrepreneurship education students compare on feedback reinforcement across institutions?

Variable	University	Polytechnic	Monotechnics
	N	N	N
written comments by instructors	104	98	1118
verbal comment by instructors	66	46	48
comments by other students	14	6	10
no feedback to students	10	4	6
any other	4	0	0

Table 4: Comparison on Feedback to Students across Institutions

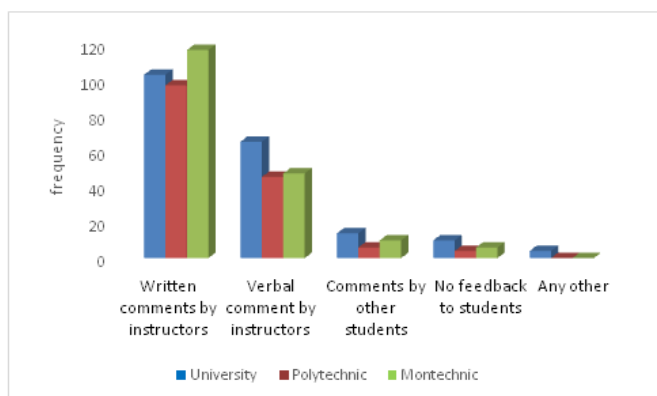


Figure 4: Comparison on Feedback to Students across Institutions

Table 4 shows that students in Monotechnics received written feedback from instructors in 118 instances and students in universities received written feedback from instructors in 104 instances, while students from Polytechnics received written feedback from instructors in 98 instances.

IV. DISCUSSION OF RESULTS

The result showed that EEd instructors in polytechnics mostly demonstrate to students during training and supervise students practice after, while EEd instructors in universities and monotechnics generally demonstrate but do not supervise students practice. Compared to the first step in Gagne’s guideline, the polytechnics stand out on this item.

The result showed that students in universities and monotechnics spent more time in self-practice than students in polytechnic. Self-practice by trainees being considered as the most effective way to achieve psychomotor objective which according to Tedosco (1997) translates to higher rate of retention and attitude change. The universities and monotechnics outperformed the polytechnics in this item.

In terms of presentation to instructors, universities excelled followed by monotechnics, but in terms of presentation to peers, polytechnics excelled followed by

monotechnic. If taken together, monotechnics showed best performance.

The result showed that students of universities received more combined feedback reinforcement from instructors than those from polytechnics or monotechnics, although if taken separately, students in monotechnics received more written feedback reinforcement than others.

V. CONCLUSION AND RECOMMENDATION

The results obtained from data analysed did not show a superior performance for any institution-type, instead it showed a haphazard pattern of performance across institutions-types. The results suggests a ‘hit or miss’ approach which in the end will likely produce graduates who participated in entrepreneurship education while in school but are not ready to embark on self-employment. The results further suggest that none of the three institution-types is implementing EEd in a manner that will achieve the stated objective. The net effect will be that the intended outcome of the programme, which is to increase the rate of self-employment among graduates, will not be attained. The study, therefore, exposed a fundamental dysfunction in entrepreneurship education delivery in Nigeria. The dysfunction being that as popular as entrepreneurship education may seem in Nigeria, the programme builds on a weak foundation. It is therefore recommend that the entire entrepreneurship education programme be thought through and perhaps start everything afresh.

REFERENCES

- [1] Adiele, E. E. (2010): Entrepreneurship education: a strategy for achieving self-reliance and economic development, Journal of Management and Enterprise Development, 7(3).
- [2] Akhemonkhan, A. I. Raimi, I. and Sofoluwe, A. (2013): Entrepreneurship education and employment stimulation in Nigeria, Journal of Studies in Social Sciences, 3(1), 33-79.
- [3] Akudolu, L. R. (2001): Curricular issues in entrepreneurship education, Journal of Science and Computer Education (JOSCE), 1(3), 28-35.
- [4] Akudolu, L. R. (2010): A curriculum framework for entrepreneurship education in Nigeria, UniZik orient Journal of Education, 5(2).
- [5] Arogundede, B. B. (2011): Entrepreneurship education: An imperative for sustainable development in Nigeria, Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 2(1) 20-29.
- [6] Consortium for Entrepreneurship Education (2008): Entrepreneurship Everywhere: The case for entrepreneurship education, Coumby (USA), Retrieved on April 7, 2015 from <http://www.entre.ed.org>.
- [7] European Commission (2006): Entrepreneurship Education in Europe: Fostering Entrepreneurship Education mind-set through education and learning,

- Brussels, Retrieved in Feb. 2 2015 from <http://ee.europe.eu/enterprise/policies/sme/files/support>.
- [8] Fayolle, A. (2005): Evaluation of entrepreneurship education behaviour performing or intention increasing, *International Journal of Entrepreneurship and Small Business*, 1(2), 89-98.
- [9] Gagne, R. M. (1985): *The Conditions of Learning and Theory of Instruction* (4th ed), Forth Worth, TX., Holt, Rinehart and Winston.
- [10] Gunyanpful, E. M. (2013): Teaching methods and students' academic performance. *International Journal of Humanities and Social Science Invention* 2(9), pp29 -35.
- [11] Hijorth, D. and Johannisson B. (2009): Learning as an entrepreneurial process, *Revue de Entrepreneurial*, 8(2).
- [12] <http://learnnet.gu.ca>.
- [13] Huorth D and Johannisson B. (2009): Learning as an entrepreneurial process, *Revue de 'entrepreneuriat*, 8(2).
- [14] Huroth D., Johannisan B. and Steyart C.(2003): *Entrepreneurship as discourse of lifestyle in Zamiawaka B. and Sevion G. "The Northern Light: Organization Theory in Scandinavia, Malmo/Copenhagen/Oslo: Copenhagen Business School Press.*
- [15] Jones C. and English J. (2004): A contemporary approach to entrepreneurship education and training, Nos. 8/9 pp16-23, retrieved on Feb, 20 2015 from <http://www.ijiras.com/doi/pdfplus/10.1108/00400910410569533>.
- [16] NBTE (2007): *Entrepreneurship Education Curriculum Specification.*
- [17] Politis D. (2005): The process of entrepreneurship learning: A conceptual framework, *Entrepreneurship Theory and Practice* 29, 399- 424.
- [18] Rae, D. (2007): Connecting enterprise and graduate employability, challenge to the higher education culture and curriculum, *Education and Training*, 49, 8-9, 605 – 619.
- [19] Rasheed, H. (2002): Developing entrepreneurial characteristics in youth: the effects of education and enterprise experience, Consortium of Entrepreneurship Education, <http://www.coba.usf.edu/deparments/management/research.htm>.
- [20] Todosco, A. (1997): From training evaluation to outcomes assessment: what trends and best practices tell us. The research Centre
- [21] Unachukwu, G. O. (2009); Issues and challenges in developmwnt in entrepreneurship education in Nigeria, *International Multi-disciplinary Journal, Ethopia* 3(5), 213-226.
- [22] Zemke, R. (2002): Who needs learning Theory anyway, *Training*, September pp 85 -88.