
ASSESSMENT OF ENTREPRENEURSHIP EDUCATION AS A TOOL FOR SELF-RELIANCE IN ADAMAWA STATE TERTIARY INSTITUTIONS, NIGERIA**SHUWA, Ali Salamatu**School of Agricultural Technology
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ahmedug00443@gmail.com**GAMBO, Ismaila**School of Agricultural Technology
Adamawa State Polytechnic, Yola**ABSTRACT**

The study assessed entrepreneurship education as a tool for self-reliance in Adamawa state tertiary institutions, Nigeria. It specifically determined the extent to which entrepreneurship education promotes educational development, adequacy of resources and identified the constraints facing teaching and learning of entrepreneurship education. Multi-stage random sampling technique was used to sample the respondents in the institutions, where a sample of 106 was drawn. The data obtained were analyzed using mean, standard deviation. The results revealed that entrepreneurship education encourages students to join businesses (mean score = .62), promotes economic development (mean score = .58) and self-reliance (mean score = 4.55). It further revealed that there was inadequate staff (mean score = 1.23) teaching environment (mean score = 1.19) and materials for learning were inadequate (mean score = 1.24). The major constraints facing teaching and learning of entrepreneurship education were inadequate materials for learning (mean score = 2.82), skilled personnel (mean score = 2.78) poor remunerative to staff concern (mean score = 2.67) and poor funding (mean score = 2.63) it was concluded that education focuses on the overall development of students and the entrepreneurial curriculum system lays the foundation for the overall improvement of students and the entrepreneurial ability. The study recommended both governmental and non-governmental organizations to provide support to the institutions through the provision of funds, facilities and equipment and after graduation in entrepreneurship course as students' industrial work experience scheme programme for all students should be made.

INTRODUCTION

Knowledge is the foundation of development and advancement of modern societies; and education is the major source of knowledge (Chukwuma, 2013, as cited in Ateke et al., 2014). Education impart knowledge, develops the power of reasoning and judgment, and prepares individuals intellectually, for effective functioning and harmonious adaptation in society (Ateke et al., 2014). Thus, education encompass academic knowledge and practical skills that prepare individuals for responsible citizenship and the world of work. Ovbiaghele and Emehi (2013) states that education is a tool for national development, hence, requires deliberate plan to suit the developmental needs of a nation; and designed to produce the right type of manpower required for nation building. One area education has been utilized as a tool for national development is in inculcating entrepreneurial orientation in individuals.

Ateke et al. (2014) describes entrepreneurship as the capacity and willingness to organize and manage a business along with the risks associated with it in order to make profit; and mostly exemplified by starting a new business that provides new solution to current or emerging

problems. Entrepreneurship is a body of knowledge, which like other bodies of knowledge, disposition or competence can be taught and learnt, though the modes of teaching and learning it may differ. Peter Drucker (1909-2005) supported this view when he said “entrepreneurship is a discipline; and like any discipline, it can be learned.” Entrepreneurship education to prepare individuals to be responsible and enterprising and contribute to economic development and sustainable communities (Familon, 2012, as cited in Ateke et al., 2014).

Entrepreneurship education is thus “a collection of formalized teaching that informs, trains and educate in participating in socioeconomic development through a project to promote entrepreneurship awareness, business, creation, or small business development” (Owusu-Ansah & Poku, 2012). It provides learners with knowledge, skills, competence and motivation that foster entrepreneurial success in different settings. Entrepreneurship education foster self-esteem and confidence by drawing on individuals’ talents and creativity, while building relevant skills and values that assist students to expand their perspectives on schooling and opportunities beyond. Entrepreneurship education relies on method that are based on the use of personal, behavioral, motivational, attitudinal and career planning activities.

It focuses on the development of skills or attributes that enable the realization of opportunity, whereas management education is focused on the best way to operate existing hierarchies. Both approach share interest in achieving “desired goals.” Non-profit organizations seek increased service delivery and responsiveness or decreased cost of operations (Miron-shatz et al., 2014). Variations in entrepreneurship education offered at different levels of schooling (Paolucci et al., 2019) build entrepreneurial spirit into young people. Ogba and Igu (2015, cited in Ofem, 2021) states that entrepreneurship education is designed to reduce unemployment and increase economic growth.

A graduate entrepreneur ought to have been exposed to creative values while in school; they ought to possess knowledge and practical experience that equips them to have a head start in life. They are not tied to bookish recipe; instead, they can link theories to practice and demonstrate capacity to think and act, to find solution to human needs and national concerns. The problem of unemployable graduates in Nigeria is a result of not having functional education in relation to the needs and aspirations of the nation. Functional education cannot be achieved without availability, adequacy and utilization of facilities. This is because facilities constitute essential resources in delivery of entrepreneurship education.

The availability, adequacy and utilization of learning facilities have significant impact on teaching entrepreneurship education in tertiary institutions. Entrepreneurship education programme was introduced into the curriculum of Nigeria’s education system with the aim of ameliorating the problem of unemployment through equipping students with skills and competences that will enable them become self-employed and employers of labour, increase human capital development through training, and boost the national economy through wealth creation (Ofem, 2021). These laudable objectives are however, not achieved adequately, due to the factors named above; and if not properly checked these factors will bring setback to the attainment of goals and objectives of entrepreneurship education.

Jones and Iredale (2010) states that the character of contemporary labour markets is such that inspires “self-employment, starting a business or working for Small and Medium Enterprises (SMEs), a situation which has heightened the status of entrepreneurship education. The notion stretches beyond merely teaching students to start a new business to incorporate other

rich learning experiences that are gained from an educational environment. Collectively, these interventions promote "desire, self-reliance, awareness of opportunity, adaptability to change and tolerance of risk and ambiguity by modifying attitudes, and instilling attributes, intentions, behaviors, knowledge and skills enabling individuals and groups to participate meaningfully in all aspects of life, create something of value, and gain financial independence, or personal satisfaction, or both" (Steenckamp, 2013).

General education focuses on overall development of students. But, entrepreneurial curriculum system lay the foundation for the overall improvement of students' entrepreneurial ability. From observation to participation, the social learning network provides multi-level learning channels for student entrepreneurs to continuously improve their skills in learning and practice (Xiangjian et al., 2019). Student that acquired entrepreneurship knowledge can effectively integrate existing resources, accurately identify and interpret social cues from the environment, and gradually become a major force in technology and product innovation.

In view of the foregoing arguments and positions of scholars, this study seek to assess entrepreneurship education as a tool for self-reliance in Colleges of Education in Adamawa state, Nigeria. Specifically, the study seek to determine the extent to which entrepreneurship education promote educational development, assess the adequacy of resources used in teaching entrepreneurship and identify constraints associated with teaching and learning of entrepreneurship education in the study area.

METHODOLOGY

This study was conducted in Adamawa State. The State is located in the North Eastern Region of Nigeria. It was created on 27th August, 1991 from the then Gongola State. Adamawa State has 21 Local Government Areas. It has a landmass of about 42,000 square kilometers. The estimated population as at the 2005 Population Census was 3,737,223. The State is bordered Borno State to the North-West, Gombe to the West, Taraba to the South-West and Republic of Cameroon by the East. Agriculture is the major occupation of the inhabitants. They grow maize, rice guinea corn, cowpea, groundnut, cattle, sheep and goat, poultry and fishing among others. The state has two Colleges of Education and one polytechnic: Adamawa State College of Education Hong and Federal College of education, Yola and Adamawa State Polytechnic Yola.

Multi-stage random sampling technique was used to sample the respondents. In stage one, 6 Departments were sampled from each of the tertiary institutions namely Adamawa State College of Education Hong, Adamawa State Polytechnic Yola and Federal College of Education, Yola offering entrepreneurship courses. In stage two, in each of the sampled Departments, 20% of the students population were randomly sampled which gave a population of 134 students. Though, out of the 134 administered questionnaires 106 were retrieved. The questionnaire was designed in the 5-points Lickert scale. The data obtained were analyzed mean and standard deviation were incorporated to achieve the objectives of the study.

RESULTS AND DISCUSSION

Table 1: Extent at which Entrepreneurship Education Promote Educational development among Learners

S/N	Items	Strongly agreed	Agreed	Undecided	Strongly disagreed	Disagreed	Mean score	D2
1.	Enhance creativity	60	35	03	05	03	4.36	25.59
2.	Mental development	74	12	01	04	15	4.19	30.06
3.	New products development	70	16	02	03	15	4.16	28.04
4.	Encourages students to participate in Business	87	10	02	02	05	4.62	36.92
5.	Self-reliance of student	80	17	02	01	06	4.55	33.47
6.	Economic Development	86	11	02	02	05	4.54	36.41

Source: Field Survey, 2022

Table 1 revealed the extent at which entrepreneurship education promote educational development among learner's in Colleges of Education in Adamawa State. It was disclosed that the entrepreneurship education promote educational development by encouraging students to participate in business (mean score =4.62), bring about economic development (mean Score = 4.58), self-reliance (mean score = +.55), enhances creativity (mean score = 4.36), mental development (mean score = 4.19) and development of new products (mean score = 4.16).

The standard deviation range from 36.92 to 25.59 which signified that entrepreneurship education contributes immensely to achievement of educational goals. This finding is in line with the study of Volery et al. (2015) that skills of entrepreneurs can be shaped and entrepreneurship education serves as a new incubator of innovative talents, focusing on the improvement of entrepreneurial professional ability. Social cognitive theory can be used to understand the influence of environmental factors on individual innovation awareness, innovative ability and innovative personality.

Universities organize various forms of teaching practice activities; entrepreneurship education enhances competence of students through social learning networks. Student entrepreneurs are regarded as executives with learning and entrepreneurial practices, their high political skills such as good interpersonal relationships, and large social networks can enhance the ability of identify opportunities.

Table 2: Adequacy of Materials used in the Teaching and Learning of Entrepreneurship Education

S/N	Items	Highly Adequate	Adequate	Not Adequate	Mean score	D2
1.	Staff	03	18	85	1.23	43.66
2.	Materials for Learning	10	05	91	1.24	48.47
3.	Teaching environment	02	16	88	1.19	47.86

Source: Field Survey, 2022

Table 2 disclosed the adequacy of materials used in the teaching and learning of entrepreneurship education in Colleges of Education in the study area. The results revealed that there are inadequate staff (mean score = 1.23) handling the courses, teaching environment is not adequate (mean score = 1.19) and materials for learning are not adequate (mean score = 1.24) with the standard deviation of 43.66, 47.86 and 48.47 respectively. This implies that there were not enough staff; materials for learning and the environment for learning are not adequate. This might affect the teaching and learning of the course. This is consistent with the findings of Adekola (2010) who found that instructional materials are one of the factors influencing functional education in Nigeria. Regrettably, instructional materials used in teaching entrepreneurship education in Nigeria are not adequate to address modern trends of skill acquisition in the society. There are lacks of quality entrepreneurial test books in Nigerian schools even the teaching methods in use does not suit the practical aspect of entrepreneurial education.

Table 3: Constraints Associated with the Teaching and Learning of Entrepreneurship Education in the Institutions

S/N	Items	Very Severe	Severe	Not Severe	Mean score	D2
1.	Skilled personals	90	09	07	2.78	47.35
2.	Materials for Learning	92	07	09	2.82	48.50
3.	Poor funding	85	03	18	2.63	45.70
4.	Corruption practices among staff	05	10	91	1.19	48.27
5.	Poor remunerative to staff concern	88	02	16	2.67	50.54
6.	Institution's academic calendar	10	05	91	1.24	48.27

Source: Field Survey, 2022

Table 3 shows the constraints associated with the teaching and learning of entrepreneurship education in Colleges of Education in Adamawa State. It was disclosed that entrepreneurship education faced major constraints such as materials for learning (mean score = 2.82), skilled personals (mean score = 2.78), poor remuneration of staff (mean score = 2.67) and poor funding (mean score = 2.63). Also, minor challenges faced by Colleges of Education include corruption practices among staff (mean score = 1.19) and institution's academic calendar (mean score = 1.24). This finding agreed with the study of Kuloer et al. (2017) who in their finding revealed that inadequate instructional materials and man power in the system that can effectively implement the curricula at various level of education in the country, poor attitude to vocational and technical education entrepreneurship education cut across different technical and vocational areas and equipment for teaching and learning faces teaching and learning of entrepreneurship.

CONCLUSION AND RECOMMENDATIONS

Education focuses on the overall development of students and the entrepreneurial curriculum system lays the foundation for the overall improvement of students' entrepreneurial ability. The study disclosed that entrepreneurship education promotes educational development among learners by encouraging them to participate in businesses which will bring about economic development and mental development. It further revealed that teaching and learning of entrepreneurship education in Colleges of Education in the study area encountered inadequate staff, teaching environment is not adequate and materials for learning are not adequate and finally, major constraints faced by the institution include shortage of skilled persons, poor remunerative to staff concern and poor funding.

Based on the findings, we recommend that government and non-governmental organizations should provide support for institutions through provision of facilities and equipment required to teach entrepreneurship; that entrepreneurship education should include internship after graduation to provide students with industrial work experience; and that government and non-governmental organizations should provide enough funds to enhance teaching and learning of entrepreneurship education in the institutions.

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