

Effective Implementation of Entrepreneurial Curriculum in Tertiary Education: A Strategy for Job Creation and Poverty Reduction in Nigeria Society

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Abstract: *The research work is based on effective implementation of entrepreneurial curriculum in tertiary education in South East Nigeria. Three research questions and two null hypothesis guided study. A survey research designed was adopted for the study. The study was carried out in government owned colleges of education in South East Nigeria. The population of the study comprised of all the lecturers in Vocational and Technical Education in seven (7) government owned Colleges of Education in South East. Simple random sampling was used in selecting five (5) colleges of education and forty (40) lecturers was randomly selected from each of the five (5) sample Colleges of Education. Structured questionnaire was used for data collection. The instrument was validated by experts from department of entrepreneurial education and measurement and evaluation. The reliability of the instrument was established using Cronbach Alpha which yielded a reliability coefficient of 0.78 data. Collected was analyzed using mean and standard deviation and t-test analysis. Findings revealed that areas of entrepreneurial skills in the curriculum are electrical installation, shoe making, ICT, Dress making, plumbing, electronic repairs e.t.c. Constraints militating against effective implementation of entrepreneurial curriculum includes inadequate number of trained leavers in adequate fund, lack of equipment, non-challant attitude of some lecturers, lack of students interest e.t.c. Strategies for effective implementation of entrepreneurial curriculum includes amongst others adequate supply of equipment, adequate funding, regular organization of workshops/seminars for lecturers on entrepreneurship, increasing the time for practicals. The hypotheses tested revealed that a significant difference does not exist between the mean responses of male and female lecturers on the areas of entrepreneurial skills to be included in the curriculum and constraint militating against effective implementation of entrepreneurial curriculum in tertiary education at 0.05 level of significance. The study recommends amongst others that entrepreneurship education must be given proper attention by government, entrepreneurial centres must be properly equipped.*

Keywords: effective, implementation, entrepreneur, curriculum, tertiary education, job creation, poverty reduction.

INTRODUCTION

Nigeria today it facing an increase rate of unemployment. The number of those coming out from various institutions looking for employment opportunities is also increasing day by day. The inability to find work by young people usually creates a sense of vulnerability, uselessness and idleness which in turn heighten the attraction illegal activities. This situation is left with no better idea than to empower our youth with requisite skills needed to make positive change and contribute towards economic development of the nation. Entrepreneurship is a major drive of economic growth in most part of the world. The national policy on education (2004) emphasized the need for functional education and self-reliance by stressing the imperativeness of our tertiary institutions to establish or provide forms of education that fulfil this desire and that is through entrepreneurship development programme. Entrepreneurship education refers to the programme of instruction designed to equip individuals with the requisite knowledge, skills, attributes and abilities to identify business investment opportunities, take the risk and comment resources to such business opportunities in order to make profit. The entrepreneurship education is meant to enable the Nigerian child overcome the problem of unemployment and business challenges (Osuafor, 2021). The students are expected to acquire the skills through entrepreneurial curriculum.

Curriculum refers to all the learning experiences given to the child under the auspices of the teacher. Curriculum according to Olaitan and Ali (1997) involves an array of authorities which culminate into a written guide for teachers in the classroom to use. It is the process of determining and pursuing set societal objectives through the instrumentality of the school. Curriculum is also planned in an entrepreneurship area in order to achieve the aims of the society. Entrepreneurial curriculum refers to educating programs that focus on teaching students the skills knowledge and mindset necessary to become successful entrepreneurs. Entrepreneurial curriculum according to Berkowsku (2014) can be achieved by adopting teaching methods like project-based learning, case studies, guest lectures, similar implementing entrepreneurial curriculum in classroom requires creative and effective teaching methods. The teachers can implement entrepreneurial curriculum by teaching business fundamental marketing and finance. To achieve a successful entrepreneurial curriculum, the curriculum must be fully implemented. Curriculum implementation refers to the process of putting into practice a planned educational program or curriculum, it involves the translation of curriculum goals, objectives and context into tangible teaching and learning experience. According to Fullan (1991), the key factors influencing curriculum implementation are teacher preparedness, resource availability, administrative support, students' needs and diversity, assessment and evaluation methods.

There are some challenges that affect effective curriculum implementation including entrepreneurial curriculum and these involves resistant to change, limited resources, teacher burn out, curriculum overload, assessment and evaluation challenges and policy changes or reforms. Sometimes these curriculum implementations are not effective because some lecturers/teachers

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are not sound in practical, they teach the theoretical aspect of the curriculum. If the entrepreneurial curriculum is effectively implemented, the recipients will be job creators and not job seekers. Job creation is a vital aspect of economic growth and development enabling individual to earn a living, support themselves and their families and contribute to their communities. Job creation will help in poverty alleviation, economic growth, social stability and improved health and wellbeing. According to Fullan (1991), job creation refers to the process of generating new employment opportunities either through the creation of new businesses, expansion of existing ones or innovation within industry.

Poverty reduction refers to effort made or taken to reduce poverty from the world. Maduagwu (2010) states that poverty alleviation involves improving the conditions of people who are already poor. Poverty education, deals with numerous measures and strategies aimed at ameliorating the state of being poor. Poverty reduction will make an individual to be wealthy. Poverty can be reduced if people acquire entrepreneurial skills that will make them to be job creator is defined as income generating or more broadly as the creation of assets both in terms of physical and human capital. For poverty reduction and job, creation, there is the need to look into the entrepreneurial curriculum tertiary education.

Tertiary education is post-secondary education where academics pursuit is undertaken after secondary education. According to Brick (2011) tertiary education is the third stage level which directly follows the secondary education. These tertiary institutions are charged with the responsibility of imparting skills to students through entrepreneurship. Regrettably, despite the inclusion of entrepreneurship in these institutions, unemployment has continued to rise, therefore there is the need for effective implementation of entrepreneurial curriculum to reduce poverty and also create job.

Statement of the Problem

Students in tertiary education are expected to be prepared not only for teaching but for adaptable employment situation to enable them fend for themselves and even provide jobs for job seekers. Unfortunately, the graduates in different field are roaming the streets of Nigeria as a result of lack of entrepreneurial skills necessary for employment as skilled personnel. The relevance and appropriateness of entrepreneurial curricula for preparing students for the world of work is not given adequate attention. Nwafor and Abuka (2015) opined that the institutions in Nigeria lack the technical know-how and most of the practical based courses are taught theoretically lack of acquisition of entrepreneurial skills could be responsible for the increase in poverty level, high rate of unemployment and other social vices in the country.

Against this backdrop, the researcher deemed it necessary to find out ways of effective implementation of entrepreneurial curricula in tertiary education for job creation and poverty alleviation.

Purpose of the Study

The aim of the study is to find out the effective implementation of entrepreneurial curriculum: A strategy for Job Creation and Poverty Reduction in Nigeria Society. Specifically, the study intends to;

1. Find out the strategies for effective implementation of entrepreneurial curriculum in tertiary education
2. Find out the areas of entrepreneurial skills to be included in the curriculum of tertiary education
3. Determine the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education

Research Questions

The following research questions guides the study;

1. What are the strategies for effective implementation of entrepreneurial curriculum in tertiary education?
2. What are the areas of entrepreneurial skills to be included in the curriculum of tertiary education?
3. What are the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education?

Hypotheses

H₀₁: There is no significant differences between the mean responses of male and female lecturers on the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education.

H₀₁: There is no significant differences between the mean responses of male and female lecturers on the areas of entrepreneurial skills to be included in entrepreneurial curriculum

METHODOLOGY

The design of the study was a survey. Ali (2018) defined a survey research design as one in which a group of people or items are studied by collecting and analyzing data from only a few people considered to be representative of the entire group. The population of the study comprised of all the lecturers in the school of Vocational and Technical Education of seven (7) Government owned Colleges of Education in South East. Simple random sampling technique was used to select five (5) out of seven (7) Government owned Colleges of Education. Simple random sampling was used to select 40 lecturers each from the 5 colleges giving a sample size of 200.

The instrument for data collection was a questionnaire. The questionnaire consisted of 32 items structured in a four-point rating scale of Strongly Agree, Agreed, Disagree and Strongly Disagreed with weighted value of 4, 3, 2 and 1 respectively. All the copies of the questionnaire distributed

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 were collected back. Face and content validation was done by two experts from School of Vocational and Technical Education and one from Measurement and Evaluation department of Nwafor Orizu College of Education. They made suggestions that helped in modifying the instrument used for the study. The reliability of the instrument was determined by administering the instrument to 20 lecturers in FCE (T), Asaba. Data collected was analyzed using the Cronbach Alpha reliability coefficient and it yielded 0.78 thus indicating that the instrument was reliable and suitable for this study mean with standard deviation was used to answer the research questions that guided the study. The t-test statistics was used to test the hypotheses.

RESULTS

Research Question 1: What are the strategies for effective implementation of entrepreneurial curriculum in tertiary education.

Table 1: Mean and stand deviation of respondents on the strategies for effective implementation of entrepreneurial curriculum in tertiary education

S/N	Constraints	X	SD	Remark
1	Adequate supply of equipment to school	2.85	0.66	Agreed
2	Adequate funding for colleges	3.01	0.51	Agreed
3	Regular organization of workshops and seminars for lecturers on entrepreneurship	2.89	0.72	Agreed
4	Increasing time for practicals on the time table for on the job training	3.11	0.75	Agreed
5	Introduction of more practical curriculum on entrepreneurship	3.21	0.75	Agreed
6	Use of friendly teaching methods that are student centred	2.78	0.81	Agreed
7	Proper supervision and monitoring of curriculum implementation on entrepreneurship	3.10	0.59	Agreed
8	Experimental learning where students can develop and implement a class-based enterprise	2.56	0.66	Agreed
9	Inviting some artisans to help students in practicals	2.82	0.84	Agreed
Grand X and SD		2.92	0.44	Agreed

Table 1 showed that all the items had mean values above the cut-off point of 2.50 and were agreed by the respondents.

Research Question 2: What are the areas of entrepreneurial skills to be included in the curriculum of tertiary education.

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Table 2: Means and Standard Deviation of respondents on the areas of entrepreneurial skills to be included in the curriculum of tertiary education.

S/N	ITEMS	X	SD	Remark
1	Electrical installation	3.11	0.81	Agreed
2	Shoe making	2.81	0.53	Agreed
3	ICT	2.94	0.55	Agreed
4	Dress making	3.49	0.77	Agreed
5	Plumbing	2.80	0.74	Agreed
6	Electronic repairs	2.91	0.68	Agreed
7	Solar power installation	3.50	0.55	Agreed
8	Soap making	2.87	0.64	Agreed
9	Weaving and knitting	2.72	0.91	Agreed
10	Tye and dying	3.17	0.85	Agreed
11	Interior decoration	2.91	0.88	Agreed
12	Crocheting	3.54	0.47	Agreed
Grand X and SD		3.06	0.69	agreed

Table 2 showed that the respondent agreed on all the items as the items had mean values below the cut-off point of 2.50

Research Question 3: What are the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education

Table 3: Mean and Standard Deviation of respondents on the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education

S/N	Constraints	X	SD	Remark
1	Inadequate number of trained teachers	2.99	0.56	Agreed
2	Inadequate fund	3.51	0.72	Agreed
3	Lack of equipment	3.03	0.45	Agreed
4	Non-challant attitude of some lecturers	2.05	0.55	Disagreed
5	Lack of students' interest	3.12	0.65	Agreed
6	Inadequate time for practicals	2.88	0.78	Agreed
7	Congested timetable	2.11	0.83	Disagreed
8	Lack of administrative support	3.65	0.54	Agreed
9	Incessant electric power failure in workshop	3.02	0.66	Agreed
10	Obsolete equipments	3.51	0.70	Agreed
11	Poor attitude of government towards entrepreneurship	3.22	0.47	Agreed
Grand X and SD		3.23	0.63	Agreed

Table 3 showed that the respondents agreed on all the items as the items had mean values below the cut-off point of 2.50.

Testing of Hypotheses

HO1: There is no significant differences between the responses of male and female lecturers on the areas of entrepreneurial skills to be included in entrepreneurial curriculum.

Table 3: T-test of significant differences between the mean responses of male and female lecturers on areas of entrepreneurial skills to be included in entrepreneurial curriculum

Gender	N	X	SD	Df	t-crit	t-tab	decision
Male	85	3.11	0.55	198	0.09	1.96	Do not reject HO1
Female	115	3.05	0.63				

Table 3 showed that the calculated t-value of 0.09 is less than table t-value of 1.96 at 0.05 level of significance. This showed that the null hypothesis which states that there is no significant differences between the mean responses of male and female lecturers on the areas of entrepreneurial skills to be included in entrepreneurial curriculum was not rejected.

HO2: There is no significant differences between the mean responses of male and female lecturers on the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education.

Table 4: T-test of significant differences between the mean responses of male and female lecturers on the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education.

Gender	N	X	SD	Df	t-crit	t-tab	decision
Male	85	3.09	0.88	198	0.90	1.96	Do not reject HO2
Female	115	2.99	0.72				

Table 4 above showed that the calculated t-value of 0.90 is less than table t-value of 1.96 at 198 degree of freedom. Therefore, the null hypotheses which states that there is no significant differences between the mean responses of male and female lecturers on constraints militating against effective implementation of entrepreneurial curriculum was not rejected.

DISCUSSION

Research Question 1 seeks an answer to the strategies for effective implementation of entrepreneurial curriculum in tertiary education. Results of the study revealed such strategies as adequate supply of equipment to schools, adequate funding for colleges, regular organization of workshops and seminars for lecturers on entrepreneurship, increasing time for practicals on the time table for on the job training, introduction of more practical curriculum on entrepreneurship, use of friendly teaching methods that are student centered, proper supervision and monitoring of

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curriculum implementation on entrepreneurship, experiential learning where students can develop and implement a class based enterprise, inviting some artisans to help students in practicals.

These findings were in line with the work of Hammer (2020) who suggested experiential learning in entrepreneurship classes where students can develop and implement a class-based enterprise. The findings in research question 2 table two show that the areas of entrepreneurial skills needed in the curriculum of tertiary education includes electrical installation, shoe making, ICT, dress making, plumbing, electronic repairs, solar power installation, soap making, weaving and knitting, tie and dyeing, interior decoration etc. Onwo (2020) opined that identified entrepreneurship opportunities in home economics includes soap making, laundry, dry cleaning, embroidery and knitting.

Research question 3 seeks an answer to the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education. Results of the study revealed constraints such as inadequate number of trained teachers, inadequate fund, lack of equipment, non-challant attitude of some lecturers, lack of student interest, inadequate time table for practical, congested timetable, lack of administrative support, incessant electric power failures in workshop, obsolete equipment, poor attitude of government towards entrepreneurship.

These findings were in line with the work of Ifeanchi (2014) who stated that the problems militating against entrepreneurial curriculum includes poor supply of power, lack of skilled manpower and lack of equipment/facilities. Umunad (2014) stated that inadequate fund, lack of students interests and inadequate time for practicals hamper effective implementation of entrepreneurship education. Onyia (2021) stated that colleges lack conducive practical learning environment, infrastructures, workshop equipment and tools training materials for students to develop the needed skills to compete in the labour market are also lacking. The two hypotheses tested showed that there is no significant differences between the mean responses of male and female lecturers on the areas of entrepreneurial skills to be included in the curriculum and also the constraints militating against effective implementation of entrepreneurial curriculum in tertiary education.

CONCLUSION

The paper has examined and mapped out ways for effective implementation of entrepreneurial curriculum in tertiary education. If the curriculum is effectively implemented, the students will acquire needed employable skills. Acquisition of these employable skills would enable them to become employers of labour and this will help to alleviate poverty.

Recommendations

The following were recommended by the study

1. Entrepreneurship education must be given proper attention by the government through adequate funding
2. Entrepreneurial centres in tertiary institutions must be properly equipped.
3. Tertiary institutions should set up monitoring committee that will see to the effective implementation of entrepreneurial curriculum
4. Facilities/equipment should be supplied to colleges.

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