

## Assessment of Entrepreneurship Education As A Tool For Self-Reliance In Colleges of Education In Adamawa State, Nigeria

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### ABSTRACT

The study assessed entrepreneurship education as a tool for self-reliance in Colleges of Education in Adamawa state, Nigeria. It specifically determined the extent to which entrepreneurship education promote 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 college of education, where a sampled 106 was drawn. 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 should provide support to the institutions through the provision of funds, facilities and equipment and internship /houseman ship after graduation in entrepreneurship course as students' industrial work experience scheme programme for all students should be made.

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### INTRODUCTION

Entrepreneurship education is define as “a collection of formalized teaching hat inform, trains and educate in participating in socioeconomic development through a project to promote entrepreneurship awareness, business, creation, or small business development” (Owusu-ansah and Poku,2012), enterprise education (also called e entrepreneurial education on the other hand, is usually conceived more broadly, seeking to foster self-esteem and confidence by drawing on the individual’s talents and creativity, while building the relevant skills and values that will assist students in expanding their perspectives on schooling and opportunities beyond. Methodologies 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, where management education is focused on the best way to operate existing hierarchies. Both an approach share an interest in achieving “profit” as some form (which in non-profit organizations or government can take form of increased service or decreased cost or increased responsiveness to the customer/citizen/client) (Miron-shatz *et al.*,2014) It provide student with the knowledge, skills, and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education area offered at all levels of schooling from primary or secondary schools through graduate university programme (Paolucci *et al.*, 2019). According to Ogba and Igu (2015) cited in Ofem (2021) entrepreneurship education was designed to reduce unemployment



and increase the economics growth of the individuals concerned and the society in general. A graduate entrepreneur is one who ought to have been exposed to creative values while in the classroom learning, one whose knowledge is not tied to some bookish recipe; one can link theories to practice and or one with demonstrable intellectual capacity to think and act out of the box in order to find solution to life needs, human needs and national concerns (Iskamto, 2021).

The problem of unemployable graduates in Nigeria is as a result of not having functional education in relation to the needs and aspiration of the nation. Functional education cannot be achieved without availability, adequacy and utilization of the facilities. This is because facilities constitute very important resources in the attainment of entrepreneurship education. It was evident that the availability of learning facility have a significant impact on the teaching entrepreneurship education, adequacy and utilization exert a significant impact on the teaching of entrepreneurship education in secondary, Hence entrepreneurship education programmed was introduced in the curriculum of Nigerian educations system with the intended aim of ameliorate the problem of unemployment through equipping students with the skills and competences that will enable them be self-employed and employers of lab our, increase human capital development through training, boast the economy of the nations through wealth creation. This laudable programmed is being undermined by factors highlighted above. These factors if not properly checked will bring setback to the attainment of goals and objectives of entrepreneurship education (Ofem,2021).

Jones and Iredale (2010) asserted that the character of contemporary labour markets is such that it inspires "self-employment, starting a business or working for Small and Medium Enterprise, 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 the overall development of students, and the entrepreneurial curriculum system lays 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. The study assessed entrepreneurship education as a tool for self-reliance in Colleges of Education in Adamawa state, Nigeria. Specifically, determined the extent to entrepreneurship education promote educational development, assess the adequacy of resources used in the Study of entrepreneurship courses and identified the constraints associated with the teaching and learning of entrepreneurship education in the study area.

## **2. Methodology**

### **2.1 Study Area**

This study was conducted in Adamawa State. The State is located in the North Eastern Region of Nigeria. It was created on 27<sup>th</sup> August, 1991 from the then Gongola State. Adamawa State has 21 Local Government Areas and thirty seven areas in the State. It has landmass of about 42,000 square kilometers. The estimated population of its inhabitants as at the 2005 Population Census was 3,737,223. The State is bordered by its neighboring States of Borno 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 growing crops such as maize, rice guinea corn, cowpea, groundnut, cattle, sheep and goat, poultry and fishing among others. The state has two Colleges of Education viz Adamawa State College of Education Hong and Federal College of education, Yola.

### **2.2 Sample and Sampling Technique**

Multi-stage random sampling technique was used to sample the respondents. In stage one, 4 Departments were sampled from each of the Colleges of Education (Adamawa State College of Education Hong 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.

### 2.3 Method of data Analysis

The data obtained were analyzed using Lickert scale of five points scale for objective I and rating scale of 3 points scale to achieved objectives II and III. The mean and standard deviation were incorporated to achieve the stated objectives.

## 3. RESULTS AND DISCUSSION

### 3.1 Entrepreneurship Education Promote Educational Development among Learners

Table 5.1 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 through encourages 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). Their standard deviation ranges from 36.92 to 25.59 which signified that entrepreneurship education contributes immensely to the achievement of educational goals. This finding is in line with the study of Volery *et al.* (2015) who found that the 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 and carry out various forms of teaching practice activities; entrepreneurship education enhances the professional 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 3.1: Extent at which Entrepreneurship Education Promote Educational development among Learners**

S/N	Items	Strongly agree	Agreed	Undecided	Strongly disagreed	Disagreed	Mean score (x)	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

### 3.2 Adequacy of Resources used in the study of entrepreneurship courses in the Institutions

In Table 3.2, it 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) handing the courses, teaching environment is not adequate (mean score = t.19) and materials tor 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 no enough staff; materials for leaning and the environment for learning are not adequate. This might affect the teaching and learning or ne course. This is consistent with the findings of Adekola (2010) 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 Nigerians schools even the teaching methods in use does not suit the practical aspect of entrepreneurial education.

**Table 3.1: Extent at which Entrepreneurship Education Promote Educational Development among learners.**

S/N	Items	Highly Adequate	Adequate	Not Adequate	Mean score (x)	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

### 3.3 Constraints Associated with the Teaching and Learning of Entrepreneurship Education in the Institutions

Table 3.1 shows the constraints associated with the teaching and learning of entrepreneurship education in Colleges of Education in Adamawa State. It was disclosed that the entrepreneurship education faced major constraints such as materials for learning (mean score 2.82), skilled personals (mean score = 2.78), poor remunerative to staff concern (mean score = 2.67) and poor funding (mean score = 2.63). Also, minor challenges faced by the Colleges of Education include computation 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.

**Table 3.3: Constraints Associated with the Teaching and Learning of Entrepreneurship Education in the Institutions**

S/N	Items	Very Severe	Severe	Not Severe	Mean score (x)	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

## 4. Conclusion and Recommendations

### 4.1 Conclusion

Education to 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 promote 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 personates, poor remunerative to staff concern and poor funding.

### 4.2 Recommendations

Based on the findings, we recommend the following:-

- There is need for both governmental and non-governmental organizations to provide support to the

- institutions through provision of facilities and equipment that are required in teaching and learning entrepreneurship.
- ii. With the role accrued by learners in entrepreneurship education, there is need to have internship /housemanship after graduation in entrepreneurship courses as Students Industrial Work Experience Scheme Programme for all students.
  - iii. In terms of inadequate funding, both governmental and non-governmental organizations should provide enough funds to enhance teaching and learning of entrepreneurship education in the institutions.

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