

## Lecturers Perception on the Adoption of Entrepreneurial Education as a Strategy for Youth's Empowerment for Self Reliance

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**Abstract:** The study was conducted to assess lecturer perception on the adoption of entrepreneurial education as a strategy for youth's empowerment for self reliance in Ebonyi State University. Two specific purposes, two research questions and one null hypothesis guided the study. A comprehensive related literature was reviewed not only to serve as a guide to the research but also to give insight into what has already been done by other researchers in the related areas of the study. The descriptive survey research design was adopted for the study. The population of the study comprised 604 lecturers and students in Faculty of Education, Ebonyi State University. The instrument used for data collection was structured questionnaire titled lecturer perception on the adoption of entrepreneurial education as a strategy youths empowerments for self reliance in Ebonyi State University. The data collected were analyzed using mean and standard deviation to answer the research questions while t-test statistics was used to test the null hypotheses at 0.05 level of significance. The finding of the study revealed that entrepreneurship education provides self employment for participants, provides technical innovation in small scale business operation, satisfies the needs of society such as provision of skilled labourers, creates manpower development, serves as a means of self-reliance in Ebonyi State; provision adequate fund to procure training equipment, implementation of relevant curriculum, improvement of government policies, provision of needed infrastructure, provision of constant power supply in the country are perceived strategies to reduce unemployment. Based on these findings, some recommendations were made among which are: government should show commitment in the implementation of designed policies that has a great effect on the role of entrepreneurship education and that government should religiously devote the recommended 26% of her annual budget to education in order to fund entrepreneurship education sufficiently and enhance the attainment of its objectives.

**Key words:** Education • Entrepreneurial Education and Self Reliance

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### INTRODUCTION

Education enables an individual to acquire the necessary skills that will equips him to be a useful member of the society into which he belongs. Education as a process of teaching, training and learning, especially in schools or colleges aims at improving knowledge and developing skills; it is a particular kind of teaching or training; and a subject of study that deals with how to teach, [1]. Education in a similar way is the act or process of educating or of being educated; a stage of such a process or any kind of process of this type; the knowledge and development resulting from instruction. The field of study that deals mainly with methods of teaching; and an experience that causes one to see things in a new way [2]. Education is also a powerful instrument

in the advancement of the individual and national goal. The Federal Republic of Nigeria in her National Policy on Education recognized education as "an instrument par excellence for effecting national development".

Education being the key to national development and technological advancement of any nation has the students and teachers at the center. The teacher is the person whom the society delegates the function of the education of its youths. The teacher is specially selected, trained and educated for the job of dispensing knowledge to others according to their needs and capabilities. He engages in interactive behaviour with the learners for the purpose of effecting a change in them. The teacher does this by guiding the learners through planned activities, so that they may acquire the richest learning possible from their experiences [3]. He noted that

when people are educated, the nation would not be talking about technology transfer because, everyone would be creative and creativity brings about invention, thus leading to development [4]. Opined that education is the weapon needed for the acquisition of relevant knowledge with skills for all round development. It is the driving force behind socio-economic advancement of any nation.

FRN, aptly recognized the relevance of education to the development of the individual and nation and endorsed that Nigeria's policy thrust for education will be geared towards using education as an instrument for achieving: a free and democratic society; a just and egalitarian society: a united, strong and self reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens. In order to achieve these, the policy articulated "the acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society. The acquisition and inculcation of these appropriate skills calls for a shift from the grammar and theoretical oriented education to entrepreneurial education.

Suffice it to say that Nigeria as a developing country is confronted with economic, political social and educational challenges, therefore entrepreneurship education is an imperative to counter the problem of unemployment, because of this, [5] suggested that entrepreneurship education and skill development of the Nigerian school leavers appear to be the main option for the youths' preparation for future employment, as government is no longer interested in creating job opportunities for them to be absorbed in any of her departments after leaving school. The current economic recession syndrome and the consequent negative economic growth calls for all schools and individuals to aspire for self-reliance, which can only manifest through entrepreneurship education.

Entrepreneurship education according to [6] "is the process of providing individuals with the ability to recognize business opportunities and the insight, self esteem, knowledge and skills to act on them". It involves the translation and transforming of an idea into reality. This implies that the initiative, drive and ability to become an entrepreneur is dormant in all humans but awaits reactivation. Entrepreneurship, according to [7], refers to an individual's ability to turn ideas into action. It involves creativity, innovation and taking calculated risks, as well as the ability to plan and manage projects in order to

achieve objective; seize opportunities and provide a foundation for entrepreneurs and establishing a social or commercial activity.

Entrepreneurship is perceived as a dynamic process of vision and creation, which requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. From the above discourse, entrepreneurship would be seen as having the will power to put into action an idea created in the mind. It is the willingness to take calculated risks in terms of time and money to formulate an effective business venture. According to [8], entrepreneurship education is that aspect of education that develops in the individual such characteristics as entrepreneurship spirit and mind-set, knowledge, attitudes, inspiration, habits and creative skills in order to become successfully self-employed, solve problems, relate to people, take proper decisions and be able to face reality. Similarly, [9], saw Entrepreneurship education as a specialized training given to students to enable them acquire skills, ideas and managerial abilities and capabilities for self-employment. Entrepreneurship education exposes beneficiaries to courses (learning experiences) in negotiation leadership, new product development, creative thinking as well as innovation technology and career options, which are expected to be carefully taught practically to the learner by qualified teachers, potential resource persons (such as those experienced in action and project based teaching) using appropriate pedagogy, modern facilities, teaching equipment and materials in a learner-friendly environment and fortified with adequate funding and management [10].

**Research Questions:** The following research questions were formulated to guide the study:

- What are the perceptions of lecturers on the role of entrepreneurship education as a discipline for self reliance?
- What are the perceptions of lecturers on the strategies to combat unemployment through entrepreneurship education?

**Hypothesis:** The following null hypothesis will be formulated to guide the study and will be tested at 0.05 alpha level of significance.

h01: There will be no significant difference between the mean responses of female and male lecturers on the role of entrepreneurship education as a discipline for self reliance.

Table 1: Mean Ratings on perceptions of lecturers on the role of entrepreneurship education as a discipline for self reliance.

S/N	Role of entrepreneurship education as a discipline for self reliances as perceive by teachers	N	X	SD	DECISION
1	Entrepreneurship education provides employment for participants	337	3.56	0.56	Accepted
2	Provides technical innovation in small scale business operation.	337	3.09	0.96	Accepted
3	Satisfying the needs of society such as provision of skilled labourers	337	3.16	0.88	Accepted
4	Creates manpower development	337	3.12	0.81	Accepted
5	Aids industrialization	337	3.12	0.72	Accepted
6	Serves as a means of self-reliance	337	3.09	0.68	Accepted
7	Develops individual's competence for job placement	337	2.89	0.82	Accepted
8	Provides graduates with financial independence	337	2.97	0.72	Accepted
9	Creates room for business expansion which leads to poverty reduction	337	3.02	0.83	Accepted
	Grand Mean (x)		3.11	0.77	Accepted

**Research Design:** The descriptive survey research design was adopted for this study. [11] who, stated that descriptive survey research is concerned with describing, recording, analyzing and interpreting conditions that exist.

**Population of the Study:** The population of the study consisted of all the 604 lecturers and students in the Faculty of education in Ebonyi State University.

**Sample and Sampling Technique:** The sample for the study consisted of 337 lecturers and students in the Faculty of education in Ebonyi State University. The sampling technique that was used for the study is the proportionate random sampling technique.

**Instrument for Data Collection:** The instrument that was used for this study is questionnaire titled lecturers perception on the adoption of entrepreneurial education as a strategy for youths empowerment for self reliance in Ebonyi State University Questionnaire.

**Method of Data Analysis:** Research questions 1-2 were answered on individual item basis using mean and standard deviation. A mean (x) of 2.50 was the cut off point for the study. The t-test statistic was used to test the entire null hypotheses at 0.05 level of significance. [12] The mean cut off point was derived by the addition of nominal values and dividing the sum by the number of scale options. Thus  $4^3+2+1=10/4=2.50$ . The decision rule will be that any mean value from 2.50 and above was used to interpret the item as agreed, while any mean value less than 2.50 was used to interpret the item as disagreed.

**Data Analysis and Presentation:** The descriptive statistics adopted in analyzing the variable was the statistical mean and standard deviation.

**Research Question 1:** What are the perceptions of lecturers on the role of entrepreneurship education as a discipline for self reliance?

The results of data analysis as presented on Table 1, [13] perceived that entrepreneurship education provides employment for participants, provides technical innovation in small scale business operation, satisfying the needs of society such as provision of skilled labourers, creates manpower development, aids in industrialization, serves as a means of self-reliance, furthermore, the school principals also perceived it as the discipline that develops individual's competence for job placement, provides graduates with financial independence and also creates room for business expansion which leads to poverty reduction in Ebonyi State with a grand mean of 3.11 with a standard deviation of 0.77.

**Research Question Two:** What are the perceptions of lecturers on the strategy to combat unemployment through entrepreneurship education?

The results of data analysis presented on Table 2, revealed that the respondents accepted that provision adequate fund to procure training equipment for entrepreneurship training served as a strategies to combat youths unemployment, implementation of relevant curriculum on entrepreneurial education for the betterment of young people, the improvement of government policies in the development of entrepreneurship education, provision of needed infrastructure, provision of constant power supply in the country are perceived strategies to reduce unemployment, training of qualified manpower through entrepreneurship studies, provision of job security for the trainees, provision of managerial experience and aptitudes, empowering the entrepreneurs through skills acquisition and enhances the adoption of

Table 2: Mean Ratings on perceptions of lecturers on the strategy to combat unemployment through entrepreneurship education

S/N	Strategies to combat the unemployment through N entrepreneurship education as perceive by teachers	N	X	SD	DECISION
10	Provision adequate fund to procure training equipment for entrepreneurship training will help to combat youths unemployment	337	3.12	0.84	Accepted
11	Implementation of relevant curriculum on entrepreneurial education for the betterment of young people	337	2.87	0.85	Accepted
12	The improvement of government policies in the development of entrepreneurship education	337	3.00	0.74	Accepted
13	Provision of needed infrastructure	337	3.86	0.89	Accepted
14	Provision of constant power supply in the country are perceived strategies to reduce unemployment	337	3.02	0.87	Accepted
15	Training of qualified manpower through entrepreneurship studies	337	3.02	0.82	Accepted
16	Provision of job security for the trainees	337	3.07	0.90	Accepted
17	Provision of managerial experience and aptitudes3.04	337	3.03	0.78	Accepted
18	Empowering the entrepreneurs through skills acquisition	337	3.04	0.77	Accepted
19	Enhances the adoption of adequate supervision of entrepreneurship education instruction	337	2.81	0.88	Accepted
Grand Mean (x)			3.11	0.77	Accepted

Table 3: T-test Analysis on the lecturers perception on the role of entrepreneurship education

Status	N	X	SD	Df	t-cal	t-tab	A	Decision
Female	163	3.074	0.930	335	0.668	1.960	0.05	Accepted H <sub>0</sub>
Male	174	2.996	0.933					

adequate supervision of entrepreneurship education instruction [14-16]. The grand mean score of all items in Table 2 is 2.98 with standard deviation score 0.83.

**Hypothesis:**

H<sub>0</sub>; There will be no significant difference between the mean responses of female and male lecturers on the role of entrepreneurship education as a discipline for self reliance in Ebonyi State.

From the results of data analysis presented on table 5, it could be observed that female teachers in Ebonyi recorded the high mean score of 3.074 than the mean score 2.996 for male lecturers, the difference in these mean scores is statistically not significant at a 0.05. This is because the calculated t-value (0.668) is less than the critical value (1.960). [17] Therefore, the null hypothesis (H<sub>0</sub>) is accepted which implies that there is no significant difference in the mean rating of female and male lecturers on their perception on the role of entrepreneurship education as a discipline for self reliance Ebonyi State.

**DISCUSSION**

The results of data analysis as presented asserted that entrepreneurship education provides employment for participants, provides technical innovation in small scale business operation, satisfying the needs of society such as provision of skilled labourers, [18, 19] creates manpower development aids in industrialization, serves as

a means of self-reliance, furthermore, the lecturers also perceived it as the discipline that develops individual's competence for job placement, provides graduates with financial independence and also creates room for business expansion which leads to poverty reduction in Ebonyi State with a grand mean of 3.11 with a standard deviation of 0.77, since the mean is greater than mean score 2.50 set as mean score for decision making, thus, this shows that the respondents accepted that lecturer perceived entrepreneurship education as the discipline for self reliance. The result of this study is in line with [20] rightly observed: One very significant point that should be mentioned about the traditional African education is the training of the handicapped person in order to make him a contributing member of society. The lame and hunch back, for example are taught sedentary occupations such as weaving, or carving, or blacksmithery. While [21], summarized the roles of entrepreneurship education to include job creation, identification of individual skills, maintenance of free enterprise, promotion of healthy competition, general wealth and the spreading of general prosperity.

The results of data analysis presented revealed that the respondents accepted that provision adequate fund to procure training equipment for entrepreneurship training served as a strategies to combat youths unemployment, implementation of relevant curriculum on entrepreneurial education for the betterment of young people, the improvement of government policies in the development of entrepreneurship. education, provision of needed infrastructure, provision of constant power supply in the country are perceived strategies to reduce

unemployment, training of qualified manpower through entrepreneurship studies, [22] provision of job security for the trainees, provision of managerial experience and aptitudes, empowering the entrepreneurs through skills acquisition and enhances the adoption of adequate supervision of entrepreneurship education instruction [23]. The grand mean of 2.98 is greater than mean score 2.50 set as mean score for decision making, thus, this shows that the respondents accepted that teachers perceived adequate fund, implementation of relevant curriculum, improvement of government policies, provision of needed infrastructure, provision of constant power supply, training of qualified manpower, provision of managerial experience and adequate supervision are strategies to combat the unemployment through entrepreneurship education. The overviewed finding is in line with [24, 25] who asserted that entrepreneurship education serve as the catalyst for economic growth and a mechanism for self-reliance through acquired of necessary skills needed for self-building.

### CONCLUSION

Based on the findings of this study, Nigeria, more than ever before, needs stronger educational system to take entrepreneurship education more seriously to ensure it becomes operational in order to prepare the entrepreneurial mind-set of her citizens and consequently, equip them with the required knowledge, skills and attitudes needed to face the more complex inter-linked and fast changing nature of current and future challenges and after all succeed and be able to help others. At the turn of this century, it became obvious that for Nigeria to keep pace with the rest of the world as well as develop progressively, entrepreneurship education must be placed on the front burner. Entrepreneurship education is a key driver in any economy. If Entrepreneurship education is effectively planned, adequately funded and properly implemented, personal and national development would be attained.

**Recommendation:** Based on the findings, the following recommendations are made as the way forward;

- Government should show commitment in the implementation of designed policies that has a great effect on the role of entrepreneurship education. This can best be done through proper provision of the right number of qualified and entrepreneurship education skilled human resources armed with the relevant material resources.

- Government should religiously devote the recommended 26% of her annual budget to education in order to fund entrepreneurship education sufficiently and enhance the attainment of its objectives.

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