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## Entrepreneurship Education Course Duration in Tertiary Institutions in Nigeria, Beyond Literacy and Numeracy for Functional Education, Akwa Ibom State, Nigeria

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### **Abstract:**

*This study examined the relationship between entrepreneurship education course duration: beyond literacy and numeracy for functional education in tertiary institutions in Akwa Ibom State. Three objectives and three corresponding hypotheses were formulated to guide the study. Ex-post facto research design was used for investigation. The population of the study comprised all the 387 postgraduate students in the Faculty of Education and the School of Continuing Education, University of Uyo, Uyo. The sample of this study consisted of 197 postgraduate students, selected using multi-stage sampling technique. A researcher-developed instrument titled "Entrepreneurship Education Course Duration: Beyond Literacy and Numeracy for Functional Education in Tertiary institutions Questionnaire (EECDFETIQ)" was used for data collection. The reliability of the questionnaire was determined using Cronbach's Alpha analysis and the reliability index was .855. The coefficient (R) of simple linear regression was used to answer the research questions, while Simple linear regression analysis (F) was used to test the null hypothesis at .05 level of significance. Findings of the study revealed that there is a significant relationship between entrepreneurship education course duration, beyond literacy and numeracy for functional education in Akwa Ibom State, and in Nigeria as whole. It was concluded based on the finding that, adequate practical experience and longer course duration for teaching and learning, especially entrepreneurial skills, promotes education beyond literacy and numeracy for functional education in Akwa Ibom State and Nigeria as a whole. It is recommended among others that the National University commission (NUC) as well as curriculum planners should revisit the curriculum of tertiary institution and modify especially entrepreneurship education to include practical experiences with longer teaching and learning duration, to enable the learners to gain adequate and functional skills. This will make education, especially in the tertiary level to become functional, thereby reducing the rate of unemployment amongst graduates.*

**Keywords:** Entrepreneurship education, longer course duration, beyond literacy and numeracy, functional education

## 1. Introduction

### 1.1. Background of the Study

In Nigeria today, the increasing rate of unemployment and low standard of living is very pathetic as the number of graduates coming out from various tertiary institutions seeking employment opportunity is ever increasing. The tertiary institutions are expected to produce higher level man power, help society and individuals develop and to inculcate proper values for useful living, acquire physical and intellectual skills needed for self-reliance and sustainable development of the nation. The extent to which tertiary institutions succeed in achieving their educational stated objectives depend on the type of education given to its(citizens) students that is relevant to them and the society's needs. Education is considered a determinant factor for developing entrepreneurship skills for functional education, especially where there is little or low skills. Borroffice (2008) stated that, the Federal Government directed all institutions of higher learning in Nigeria to introduce the study of entrepreneurship education as a compulsory course for all students irrespective of their disciplines.

Education could become functional beyond literacy and numeracy, if proper inculcation of entrepreneurial skills such as creativity, problem solving, time management, communication and leadership skills in graduates is ensured, it may then make them to gain knowledge and understand the way the economy and market forces work. The educational system

therefore needs to be strengthened with longer course duration for teaching and learning specific courses or programmes in the schools, especially in tertiary institutions.

Longer course duration is important in entrepreneurship education because, it is the time allotted for the teaching and learning of the courses, using appropriate facilities in tertiary institutions, where entrepreneurial facilities must be quality enough to expose students to practical experiences for acquiring the needed skills. Adequate provision of appropriate entrepreneurial facilities for teaching and learning is a factor that can take education to a level beyond literacy and numeracy and can enhance knowledge retention, therefore making it functional to prepare students to be self-reliant. Entrepreneurship education could therefore be seen as opportunity, recognition and marshalling of resources in the presence of risk for building a venture. Postigo and Tomborini (2002) asserted that it is commonly believed that entrepreneurship education is an imperative that would make positive contributions to improving the entrepreneurship orientation of people leading to acquisition of skills, creativity, confidence, drive and courage in order to create self-employment and for others. Self-employment is a situation in which a graduate works for oneself instead of working for an employer for salary or a wage. A self-employed graduate earns his income through conducting profitable operations from a trade or business directly as a sole trader or in a partnership, including a limited liability partnership (LLP), but not through an incorporated limited (or unlimited) liability company. It is also possible for someone to form a business that is operated only on part-time or concurrently while holding down a full-time job. Education beyond literacy and numeracy could be achieved through entrepreneurship education, thereby leading to functional education in Nigeria.

Contrary to this, it has been observed that despite the established roles of the tertiary institutions and emphasis by the federal government on entrepreneurship education, most students do not seem to acquire the basic skills such as creativity, innovation, problem-solving, time management and communication skills or even think of becoming self-employed or self-reliant after graduation. There are complaints from parents and the society about graduate's poor skills, students come with the mind-set of only acquiring certificates, with the expectation of securing white collar jobs, and not to be self-employed. They seem to find difficulty in harnessing resources and opportunities in the local environment to become self-employed, let alone creating jobs for others, due to little or no acquisition of functional skills. The increased rate of unemployed graduates is alarming, reasons could be attributed to short entrepreneurship education course duration and inadequate provision of or poor facilities. This must have been the reason for the increased social vices such as armed robbery, prostitution, human trafficking, ritual killings, smuggling of migrants and kidnapping amongst others. This has become a problem where the society laments thereby making scholars attempt to find solutions to the problems.

For instance, Ineghenebor (2013) conducted a study at the University of Benin, Nigeria on education for entrepreneurship experience and found out among others that adequate course content has positive impact on the students. In the same vein, Lesko (2010) conducted a study in Hungary on course duration of entrepreneurship education, the study revealed among others that time allotted for the teaching and learning of entrepreneurship education influence inculcation of entrepreneurial skills in students. Despite the contributions of several studies, the problem still persists. It has also been observed that, most studies carried out on entrepreneurship education in tertiary institutions are few and are not done in the area of this study. This has created a gap, which this study on entrepreneurship education course duration in tertiary institutions in Nigeria, beyond literacy and numeracy for functional education: A study of university of Uyo, Akwa Ibom State intends to fill.

It is generally believed that adequate inculcation of entrepreneurship skills in students of tertiary institutions is not only important but also necessary for the achievement of the set educational goals and objectives. There is therefore the need for this study, to examine the extent of relationship between;

- Entrepreneurship education course duration beyond literacy and numeracy for functional education in secondary school.
- Entrepreneurship education facilities adequacy beyond literacy and numeracy for functional education in tertiary institutions.

The finding of this study is expected to be beneficial to individuals, groups and organisations such as graduates, governments, and students in tertiary institutions, entrepreneurship education lecturers, educational policy makers, entrepreneurship education curriculum developers and the society at large.

### 1.2. Research Questions

The following research questions were raised to guide this study:

- What is the extent of relationship between entrepreneurship education course duration and education beyond literacy and numeracy in secondary schools in Akwa Ibom State?
- To what extent does adequate entrepreneurial education facilities relate to education beyond literacy and numeracy in tertiary institutions in Akwa Ibom State?

### 1.3. Hypotheses

- There is no significant extent of relationship between entrepreneurship education course duration beyond literacy and numeracy for functional education in tertiary institutions in Akwa Ibom State.
- There is no significant extent of relationship between entrepreneurial facilities beyond literacy and numeracy for functional education in Akwa Ibom State.

Alberti, Sciascia and Poli (2004) theorized that, for effective entrepreneurship education there should be a relationship between the goals of entrepreneurship programme, the audience to which the programme is delivered, the contents of the entrepreneurship courses or modules, course durations, the method of delivery or pedagogy and finally, the assessment that will be used. It further states that, entrepreneurship is a practice behaviour or a discipline and like any other discipline, can be learned. The theory explains the relationship between entrepreneurship education and self-employment. It implies that, instead of seeking white collar jobs, graduates of Nigerian Universities, given the rightful entrepreneurship education, should become job creators and innovators and not job seekers, with the expectation that unemployment rate among youths would drop.

#### 1.4. Concept of Entrepreneurship Education: Beyond Literacy and Numeracy for Functional Education

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling ranging from primary or secondary schools through university programmes (Rasmussen, and Sørheim, 2006). Entrepreneurship education means many different things to educators ranging from primary schools to the university, from vocational education to higher degrees. At each level of education, it is reasonable to expect different outcomes as students mature and build on previous knowledge. But the overall purpose remains to develop expertise as an entrepreneur. The Consortium for Entrepreneurship Education (2013) states that the concept of entrepreneurship education is a lifelong learning process. Lifelong learning model assumes that everyone in our educational system should have opportunities to learn at the beginning stages, but the later stages (university) are targeted to those who choose to become entrepreneurs. Entrepreneurship education 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 approaches share an interest in achieving "profit" in some form (which in non-profit organizations or government can take the form of increased services or decreased cost or increased responsiveness to the customer/citizen/client). Entrepreneurship education can be oriented towards different ways of realizing opportunities thus;

- The most popular one is regular entrepreneurship: opening a new organization e.g. starting a new business, Miron-Shatz, Shatz, Becker, Patel, and Eysenbach, (2014) pointed out that, vast majority of programmes at the university level teach entrepreneurship in a similar way to other business degrees, but concluded that however, the UK Higher Education system makes a distinction between the creativity and innovation aspects, which it sees as a precursor to new venture development.
- Another approach is to promote innovation or introduce new products, services or markets in existing firms. This approach is called corporate entrepreneurship or Intrapreneurship, and was made popular by author Gifford Pinchot. Newer research indicates that clustering is now a driving factor. Clustering occurs when a group of employees break off from the parent company to establish a new company, but continue to do business with the parent company. Silicon Valley is one of such cluster and has grown very large.
- A recent approach involves creating charitable organizations (or portions of existing charities) which are designed to be self-supporting in addition to doing their good works. This is usually called social entrepreneurship or social venturing. Also, a version of public sector entrepreneurship is said to have come into being in governments, with an increased focus on innovation and customer service, (Miron-Shatz, Shatz, Becker, Patel, and Eysenbach, 2014).
- Entrepreneurship is also being developed as a way of developing skills such as risk-taking and problem solving that facilitates achievement of life goals in education.

#### 1.5. Entrepreneurship Education Course Duration

Entrepreneurship course duration refers to the time allotted to complete a course of study or a time allotted to carry out a course or training programme in an institution of learning, especially in the tertiary institutions. For instance, the minimum or maximum time of one or two years may be allotted for the study of a particular course, of which the students would be allowed to complete the course within the stipulated time. Course duration could also be seen as the time or credit unit per week allotted by an institution for the study of a particular course. In the context of this study, course duration has to do with the time allotted for the teaching of entrepreneurship education subjects in tertiary institutions beyond literacy and numeracy for functional education. Essien (2006) noted that inculcation of entrepreneurial skills in students depend on the time allotted for the teaching and learning of those courses. Essien lamented that entrepreneurship education is given only 2-credit hours in most tertiary institutions in Nigeria. This implies that, the short duration allotted to such a course like entrepreneurship education is basically inadequate for teaching and learning of entrepreneurship subjects and will therefore not really equip the learners with skills for achieving the objectives of functional education in Nigeria. No wonder Gibb (2010) equally stated that, full knowledge and experience through entrepreneurship education could only be achieved through a long duration of teaching and learning. Gibb recommended that, a total of three hours a week be allotted for the teaching and learning of skills like entrepreneurship courses, especially at the tertiary institutions. By extending the course duration, teachers will have enough time to explain and demonstrate concepts, while students will equally have more time to ask

questions on areas of difficulties, for effective learning, whereby education can then go beyond literacy and numeracy to become functional.

Odu (2010) observed that entrepreneurship education in Nigeria is not given its needed place. Course duration as deduced from this scholar's opinion is given the least attention and may diminish the credibility of the course, as the needed skills may not be acquired because of the very short time allotted. Several researches have been conducted on entrepreneurship course duration. For instance, Lesko (2010) carried out a study to examine the relationship between course duration and the teaching of entrepreneurship education in schools in Hungary. A total of 128 students were selected through a stratified random sampling technique, data was collected using questionnaire and oral interview. Simple percentage was used in analysing the data. The result of the study revealed that, time allotted for the teaching and learning of entrepreneurship education is not enough to ensure the inculcation of the entrepreneurial skills. Lesko (2010) concluded that, entrepreneurship education should be allotted 3 credit hours and that the course should be made compulsory at all levels of education.

Similarly, Okolie (2010) conducted a study on entrepreneurship education course duration and inculcation of entrepreneurial skills in students in the University of Nigeria, Nsukka. The study used 229 students selected using simple random sampling technique from a population of 2298 students. Questionnaire on entrepreneurial skills was used for data collection. Data generated from the questionnaire were analysed using Point-Biserial correlation. The result revealed that 89% of the respondents agreed that the duration for the study of entrepreneurship education is shorter, compared to other core subjects. Okolie therefore concluded that Nigeria's graduates do not have adequate entrepreneurial skills relevant for functional education because of short course duration for studies. All these studies implies that, course duration relates to students acquisition of entrepreneurial skills beyond literacy and numeracy, for functional education in Nigeria.

### *1.6. Entrepreneurship Facilities and Education beyond Literacy and Numeracy for Functional Education*

The whole bulk of the teaching and learning of entrepreneurship is tied to the availability of entrepreneurial education facilities needed for the teaching and learning. They include, computers, laboratories, workshops, equipment for the learning of skills, and showrooms for exhibitions among others. Entrepreneurial facilities are those facilities needed for effective operation of entrepreneurship education. Studies have shown that inadequate entrepreneurial facilities has continued to be one of the major challenges facing effective inculcation of entrepreneurial skill which could enable graduates to beyond literacy and numeracy, leading to functional education in Nigeria. In a report released by the World Bank(2014), Nigeria's pace of entrepreneurship education development is way below what we can achieve the stated objective of education for all. This may be mostly because of inadequate entrepreneurial facilities especially electricity, which could prompt tertiary institutions to generate power through expensive means that results to decrease in ineffective teaching and learning of entrepreneurship education skills. Ineghenebor (2013) maintained that there is a dearth of teaching materials especially, materials that are suitable for teaching entrepreneurship skills in Nigerian Universities. It is suggested that entrepreneurship education teachers in the various institutions should embark on producing real cases, projects of entrepreneurs, and exercises that are suitable for experiential learning among students. Ihugba and Njoku (2013) noted that most tertiary institutions in Nigeria do not have well-equipped entrepreneurship education workshops. This points to the fact that, availability of entrepreneurship education facilities is a panacea for effective teaching and learning of entrepreneurship courses which will lead education beyond literacy and numeracy, thereby making it functional education in Nigeria.

Ihugba and Njoku (2013) conducted a study on challenges and prospects of entrepreneurship education in Nigeria. A sample of 107 postgraduate students was used for the study. The instrument for data collection was a checklist with items on availability of infrastructure for the study of entrepreneurship courses. T-test was used in testing the four hypotheses raised for the study. The study revealed that inadequate and inefficient infrastructural facilities as well as maladministration are the main challenges to entrepreneurship education in Nigeria. Also, Unachukwu (2009) conducted a study on issues and challenges in the development of entrepreneurship education in Nigeria with a total of 452 postgraduate students in 5 federal universities. Questionnaire was used for data collection and it was analysed using Simple regression analysis. Findings of the study revealed among other challenges to entrepreneurship education development, are funding, manpower, education, as well as entrepreneurial attitude.

Anietie (2012) investigated the issues and challenges to the growth of entrepreneurship Education in the Niger Delta region of Nigeria. A total of 312 students formed the samples for the study. Questionnaire was used for data collection. Descriptive and non-descriptive statistics were used for analysing the data. Findings of the study revealed that poor infrastructural development has influence on entrepreneurship education in the study area. Anietie therefore concludes that entrepreneurship education in the Niger Delta region is at its lowest ebb. These difficulties are occasioned by poor state of infrastructure, difficulty in accessing finance, socio-cultural factors such as superstitious believes and ignorance.

Onugu (2010) carried out a study on the top ten problem areas of entrepreneurship education in Nigeria such as management, access to finance, infrastructure, lack of strong patent law, high cost of operating entrepreneurship education in Nigeria, multiple taxes and levies, lack of knowledge in the Basic Sciences and Technology, unfair competition, inadequate access to market information as well as non-availability of raw materials locally. The objective of the study was to examine the influence of the ten problem areas of entrepreneurship education in Nigeria. Ex-post facto research design was used in conducting the study. A total of 672 students were selected from a population of 6268 students in secondary schools in Ogun

State. Questionnaire was used as the instrument for the study. The data generated from the questionnaire were analysed using percentage and chi-square. The findings of the study revealed that facilities for the teaching and learning of entrepreneurship education are inadequate in secondary schools in Nigeria. According to Onugu, poor infrastructural development has continued to be a bane to entrepreneurship education.

## 2. Methods

### 2.1. Design of the Study

The research design used for this study was ex-post facto design. Ex-post facto design is a design for conducting a research when the variables are already in place and cannot be manipulated.

### 2.2. Area of the Study

The study was conducted in University of Uyo, Uyo, Akwa Ibom State. University of Uyo metamorphosed from Advanced Teachers Training College (ATTC) through College of Education to a State university and at present it serves as a recognised Federal University in Akwa Ibom State since October 1, 1991 by the Federal Government of Nigeria. The University of Uyo inherited students, staff, academic programmes and the entire facilities of the erstwhile University of Cross River State (UNICROSS) established by Cross River State in 1983. The Faculty of Education of University of Uyo has 387 postgraduate students during the 2015/2016 academic year (University of Uyo Admission Record, 2016).

The sample of this study consisted of 197 postgraduate students out of a population of 387, representing 51 percent of the population for the study. The study adopted multi-stage sampling technique. At first, departments were grouped into clusters (7 departments); Proportionate approach was used to select 51 percent of the postgraduate students from each Department in the Faculty of Education, University of Uyo, Uyo. Simple random sampling technique with hat and draw method was used in the selection of students from the 7 departments for the study. The reason for the choice of postgraduate students was that they have acquired enough entrepreneurial skills during their undergraduate years.

S/N	Department	No. of Students	51% of Students selected per department
1	Curriculum Studies and Educational Management and Planning	115	58
2	Educational Foundations, Guidance and Counselling	62	10
	Early Childhood/Special Education	19	17
3	Science Education	33	16
4	Physical and Health	31	45
5	Vocational Education	89	19
6	Educational Technology	38	197
7	Total	387	

*Table 1: Sampling Frame of the Population Distribution and Sample Size of Postgraduate Students for Each Department Used in the Study  
Source: University of Uyo Admission Record, 2016*

### 2.3. Instrumentation

A researcher-developed instrument titled "Entrepreneurship Education Questionnaire (EEQ)" which was designed to obtain information from students on entrepreneurship education contained Thirty (30) items, constructed in line with the constructs of the independent variable, SA= Strongly Agree-4points, A= Agree-3points, D=Disagree 2points, SD= Strongly Disagree-1point

The items were validated by two validates (experts) from educational foundation and two from educational management and planning, in the faculty of education, university of uyo, uyo, to ensure the suitability and appropriateness of the instrument. Cronbach's Alpha was used to establish the reliability of the instrument, after trial-testing on twenty (20) randomly selected postgraduate students who were not participants in the actual study and it yielded a reliability index of .855. This shows that the instrument was reliable for use. The questionnaire was administered by the researcher to the respondents with the help of a research assistant. One hundred and ninety-five (195) copies were correctly completed and returned to the researcher, representing 99 percent return rate.

Simple Linear Regression was used to answer the research questions, while the calculated F-value of the simple linear regression was used to test the null hypotheses at 0.05 level of significance

### 3. Results and Discussion

#### 3.1. Research Question 1

What is the extent of relationship between entrepreneurship education course duration beyond literacy and numeracy for functional education in tertiary institutions?

	Variables	R	R <sup>2</sup>	% of Contribution	Decision
1	Course Duration	0.429	0.184	18.4%	Moderate relationship

Table 2: Summary of Simple Linear Regression of the Extent of the Relationship between Entrepreneurship Course Duration

Table 2 shows the R and R<sup>2</sup> of the extent of relationship and coefficient of determination between entrepreneurship education course duration beyond literacy and numeracy for functional education in tertiary institutions in Akwa Ibom State. This is shown by the calculated R-value of 0.429. The R-value of .429 indicates a moderate relationship between the two variables. The R<sup>2</sup> of 0.184 which is the value of the coefficient indicates that course duration contributes 18.4% to functional education, beyond literacy and numeracy leading to functional education.

#### 3.2. Research Question 2

What is the extent of the relationship between entrepreneurial facilities and education beyond literacy and numeracy for functional education in tertiary institutions?

	Variables	R	R <sup>2</sup>	% of Contribution	Decision
	Entrepreneurship education Facilities	0.774	0.599	59.9%	positive relationship

Table 3: Summary of Simple Linear Regression of the Extent of Relationship between Entrepreneurship Education Facilities and Functional Education in Akwa Ibom State

Result on Table 3 shows the R and R<sup>2</sup> strength of the extent of the relationship and coefficient of determination between entrepreneurial facilities and functional education beyond literacy and numeracy. This is shown by the calculated R-value of 0.774. The R-value of .774 indicates a strong relationship between the two variables. The R<sup>2</sup> of .599 which is the value of the coefficient indicates that entrepreneurship education facilities contributes 59.9% to education beyond literacy and numeracy leading to functional education in Nigeria.

### 4. Data Analysis and Results

#### 4.1. Hypothesis 1

There is no significant extent of the relationship between entrepreneurship education course duration and education beyond literacy and numeracy in tertiary institutions Akwa Ibom State.

	Model	Sum of Squares	Df	Mean Square	F.cal	F.CRIT	Decision
1	Regression	39.759	1	39.759	32.49	3.94	*sig
	Residual	176.220	194	1.224			
	Total	215.979	195				

Table 4: Result of Analysis of Variance of the Simple Linear Regression for the Extent of the Relationship between Entrepreneurship Education Course Duration and Functional Education  
\*Significant At 0.05

Result on Table 4 shows that the F-calculated of 32.49 at .05 alpha level with 1 and 194 degree of freedom is greater than the F-critical of 3.94. Since the F-calculated is greater than the F-critical the null hypothesis is rejected, thus, there is a significant extent of relationship between entrepreneurship education course duration and education beyond literacy and numeracy for functional education.

#### 4.2. Hypothesis 2

There is no significant extent of the relationship between entrepreneurship education facilities and education beyond literacy and numeracy, for functional education.

Model		Sum of Squares	Df	Mean Square	F.cal	F.crit	Decision
1	Regression	16.892	1	16.892	11.45	3.94	
	Residual	303.873	194	1.475			*sig
	Total	320.764	195				

*Table 5: Result of the Simple Linear Regression for the Extent of the Relationship between Entrepreneurship Education Facilities and Education Beyond Literacy and Numeracy for Functional Education*  
\*Significant At 0.05

Result on Table 5 shows that the F-calculated value of 11.45 at .05 alpha level with 1 and 194 degree of freedom, is greater than F-critical of 3.936. Since the F-calculated is greater than the F-critical the null hypothesis is rejected, thus, there is a significant extent of the relationship between entrepreneurship education facilities and education beyond literacy and numeracy, for functional education in tertiary institutions in Akwa Ibom State.

## 5. Discussion of Findings

### 5.1. Entrepreneurship Education Course Duration and Education beyond Literacy and Numeracy

The findings revealed that there is a significant extent of relationship between entrepreneurship education course duration and education beyond literacy and numeracy for functional education in tertiary institutions in Nigeria, especially in Akwa Ibom State. This could be attributed to the fact that, when entrepreneurship education course duration in any training institution, especially in tertiary institution is long enough, students will learn basic skills of solving problems, creating new ideas, as well as techniques that can be useful to the society and the individual. Also, if the entrepreneurship education course duration is increased, teachers or lecturers will have enough time to explain and demonstrate concepts that will interest the students to learn more effectively. Students interest in learning and developing skills will certainly improve and by so doing they will be proficient and self-reliant. That is to say that, students will apply the knowledge and entrepreneurship skills learnt in the classroom to practical activities that will lead to a real world of experience.

This finding corroborates the finding of Essien (2006) whose study revealed that, students' inculcation of entrepreneurial skills depends on the time allotted for the teaching and learning of such entrepreneurial courses. The findings of this study is also in line with the finding of Okolie (2010) whose study on entrepreneurship education course duration and students' inculcation of entrepreneurial skills in University of Nigeria, Nsukka. Okolie therefore concluded that Nigeria's graduates do not have adequate entrepreneurial skills relevant for them to be self-employed because of short course duration of studies.

### 5.2. Entrepreneurship Education Facilities and Education beyond Literacy and Numeracy for Functional Education.

The findings revealed that there is a significant extent of relationship between entrepreneurial facilities and education beyond literacy and numeracy leading to functional education in tertiary institutions in Nigeria, especially in Akwa Ibom State. The result could be attributed to the fact that adequate provision of entrepreneurial facilities in tertiary institutions such as computers, functional laboratories, workshops, equipment, constant power and water supply, farm machineries, sewing machines, among others will motivate students to practice, develop needed skills and techniques which will go a long way to take education beyond literacy and numeracy, thereby reducing unemployment and making graduates self-reliant in Nigerian society as a whole.

The finding of this study is in line with the finding of Ineghenebor (2013) who found out that there is a dearth of teaching materials especially those that are suitable for teaching entrepreneurship courses in Nigerian Universities, and suggested that, entrepreneurship course lecturers in the various institutions should embark on producing real cases, projects of entrepreneurs, and exercises that are suitable for experiential learning by students.

The finding is also in line with the finding of Ihugba and Njoku (2013) who found out in their study that, most tertiary institutions in Nigeria do not have well-equipped entrepreneurship education workshops, meaning that, availability of entrepreneurship education facilities is a panacea for effective teaching and learning of entrepreneurship, which will lead to education beyond literacy and numeracy in Nigerian society.

## 6. Conclusion

On the basis of the findings of this study, it is concluded that, longer duration for entrepreneurship education can lead to education beyond literacy and numeracy for functional education. Equally, the study concluded that adequate provision of entrepreneurship education facilities leads to effective teaching and learning of specific skills during school years, and will lead to education beyond literacy and numeracy for functional education, that will reduce unemployment amongst graduates and most youths in Akwa Ibom State, and Nigeria as a whole.

Based on the findings and conclusion of this study, it is recommended that, the federal government with the curriculum planners should revisit entrepreneurship education and modify course duration to be extended up to three credit

hours per week and entrepreneurship education courses should extend from undergraduate level to postgraduate level for adequate inculcation and development of entrepreneurial skills in students. Institutions' should be provided with entrepreneurial education facilities, lecturers should be trained on how to operate the facilities so they could teach students and allow them some period of internship on the various acquired skills to become competent enough to be self-reliant.

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## Appendix

S/N	Variables	N	$\bar{X}$	SD	A
1	Curriculum Contents	10	34.0000	4.24264	.787
2	Course Duration	10	19.8500	3.31305	.989
3	Entrepreneurial Facilities	10	19.2000	3.47321	.917
	Total	30	73.0500	7.02233	.855

Table 6: Cronbach Alpha Reliability Analysis of Entrepreneurship Education

S/N	Variables	N	$\bar{X}$	SD	A
1	Writing of business proposal	10	39.2	7.5226	0.856
2	Risk management	10	34.1	6.32372	0.832
3	Farm management	10	19.6	3.37795	0.951
	Total	30	92.9	13.56427	0.896

Table 7: Cronbach Alpha Reliability Analysis of Graduates' Self-Employment Skills Development



S/N	ITEMS	SA	A	D	SD
	Curriculum content				
1	The programme has objectives stated for entrepreneurship education				
2	The programme objectives are comprehensive to cover the cognitive, affective and psycho-motor domains of learning				
3	The overall content of entrepreneurship education equips the students for self-employment				
4	Learning experiences provided leads to the achievement of courses objectives				
5	Practical's carried out during lectures time are enough to encourage the development of entrepreneurial skills				
6	The objectives of the course are designed to promote self-employment after graduation				
7	The term paper given by the lectures helps to inculcate entrepreneurial skills				
8	Most activities carried out during entrepreneurship education help in enhancing entrepreneurial skills				
9	Group work carried out by students promotes self-employment after graduation				
10	Seminars carried out ensures inculcation of entrepreneurial skills				
	Course Duration				
11	The two credit hour duration spent on the teaching –learning of entrepreneurship education is enough to ensure inculcation of the entrepreneurial skill				
12	Teaching entrepreneurship education to only lower classes at GST levels is enough to ensure inculcation of the entrepreneurial skills				
13	Entrepreneurship education should be taught three times a week				
14	Duration for learning experiences provided help in achieving course objectives				
15	Students are given enough time to practice the learning experiences provided				
16	Students are given enough time to undergo industrial attachment				
17	Two years duration for entrepreneurship education is enough for development of entrepreneurial skills				
18	Students are asked to produce crafts as part of the course requirement				
19	Theoretical assignment given to students once a semester ensures entrepreneurial skills development				
20	The examinations given to students measure entrepreneurial skills				
	Facilities				
21	Classroom accommodation for teaching entrepreneurship education is enough				
22	Classroom furniture's are always enough for the number of students offering entrepreneurship education				
23	Students to teacher ratio in entrepreneurship education classes meets the benchmark of 1:30 as recommended in the curriculum				
24	The necessary classroom teachings resources are available in sufficient quantity for the teaching-learning of entrepreneurship education				
25	The institutions library is well stocked with relevant textbooks				
26	The institution has well- equipped workshop for all entrepreneurship education courses.				
27	Projectors are available for the teaching of entrepreneurship students				
28	Computers are there for each student				
29	All postgraduate students are allowed to use the office for presentation				
30	Workshops are always open for students to do practical's				

Table 8

*Entrepreneurship Education and Graduates' Self Employment Skills Development Questionnaire (Eq) and (Gsesdq)*

This research is on entrepreneurship education in tertiary institutions and graduates' self-employment skills development in university of Uyo. Kindly respond to the items in the questionnaire. Your response will be kept in strict confidence and used only for research purpose. This section measures entrepreneurship education in university of Uyo. Please

tick in the column that best expresses your opinion using the following keys: Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD) =1.

S/N	ITEMS	E	G	F	P
1	Writing of Business Proposal I know how to write business proposal				
2	I have samples of business proposal				
3	I have been writing business proposal				
4	I can write proposal for every type of business				
5	I search for business proposals online				
6	I make feasibility studies before writing business proposals				
7	I have guideline for writing proposal				
8	I teach people how to write proposals				
9	I met with experts for guidance on proposal writing				
10	I post my business proposals online for people to purchase				
	Risk management				
11	I can attract customers to purchase my services				
12	I have prepared myself after graduation to be self employed				
13	I know how to avoid losses by satisfying my customers				
14	I can guard against competition through rebranding				
15	I can add values to my products with new packaging				
16	I know how to manage risk through timely evaluation				
17	I know how to analyze risk studying my business environment				
18	I can asses risk through proper mapping of business strategies				
19	I know how to control risk in business without seeking experts advice				
20	I know how to reduce fraud risk through proper record keeping.				
	Farm Management				
21	I know how to generate funds for farming business				
22	I can manage farm resources very well				
23	I know how to manage farm business resources to make profit				
24	I have adequate knowledge on how to save my farm business funds				
25	I know the time when each farm business is lucrative				
26	I can help other farmers to get farm loans from financial houses				
27	I can manage farm business facilities				
28	I know how to use available farm materials for work				
29	I know how to reduce and increase profit for my farm business				
30	I know how to invest my farm business funds				

Table 9

### Graduates' Self Employment Skills Development Questionnaire (GSSDQ) for Students

#### Instructions

The following are items that best express self-employment skills development. Please tick in the column that expresses your opinion using the following keys: Excellent (E) = 4, Good (G) =3, Fair (F) =2, Poor (P) =1