CONTEXT EVALUATION OF UNDERGRADUATE ENTREPRENEURSHIP EDUCATION DEGREE PROGRAMME OF UNIVERSITIES IN RIVERS STATE, NIGERIA

Amadi, E.A. Ph.D[1]
Ogwunte, P.C., Ph.D[2]
Nwobike, Aruchi[3]

Department of Business Education, [1, 2 & 3]
Rivers State University

Abstract
The purpose of the study was to determine context evaluation of undergraduate entrepreneurship education degree programmes of universities in Rivers state. The study adopted the CIPP model of evaluation developed by Stufflebeen (1971). The population for the study consist of 1250 respondents made up of 68 lecturers and 1182 undergraduate students of entrepreneurship education degree programme. A sample size of 375 denoting 30% of the population was randomly selected and used for the study. Two research questions and two null hypotheses guided the study. The instrument for data collection was a structured questionnaire with 14 item-statements. The instruments were validated by three experts. The consistency and reliability of the instrument used was assured using the split-half method to determine the degree of reliability which yielded a correlation co-efficient of 0.72. Mean and standard deviation were used to answer the research questions, while Z-test inferential statistics was used to test the null hypotheses. The findings of the study revealed that the objectives and quality of students at the point of entry in terms of admission requirement in the chosen universities are adequate and meet the required minimum academic standard of the National Universities Commission. Based on the discussion of findings, it was recommended amongst others that universities offering undergraduate entrepreneurship education degree programmes should ensure that the admission policy of the programmes is maintained.

Key words: Context Evaluation, Evaluation, Entrepreneurship Education.

Introduction

High rate of unemployment and youth restiveness are salient causes of the dwindling economic situation in Rivers State. There is the need for an educational programme that can equip youths with the right skills, attitudes and habits for self-reliance. The federal government of Nigeria through the Economic Empowerment Development Strategies (NEEDS) recommended that entrepreneurship education be taught across all disciplines in tertiary institutions. This was an immediate approach to overcome poverty, generate employment for graduates and create wealth essential for living (Oduma, 2012).

Entrepreneurship, according to Ogundele (2006) is the process or emergence behaviour and performance of entrepreneur. Entrepreneurship education is a structured formal conveyance of entrepreneurial competencies, which in turn refers to the concepts, skills and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures. Another view of entrepreneurship education is the term given to someone who has innovative ideas and transform them to profitable activities (Omolayo, 2006). Entrepreneurial orientation is the development of entrepreneurial skills, effective and efficient application of the skills in management of business to create a significant difference from other business, recognizing the skill and allowing it to function effectively. Entrepreneurship remains the gateway to sustainable wealth creation in Nigeria (Ogundele, 2006). In view of Matanmi and Awodun (2005), if Nigeria desires to move out of the disturbing high level of unemployment and ravaging level of poverty, adequate attention must be given to the growth of entrepreneurship. UNESCO (2008) stated that entrepreneurship education includes all kinds of experiences that give students the ability and vision of low access and transform opportunities of different kinds. Entrepreneurship education therefore seeks to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Entrepreneurship education according to Azuka (2016) is a process of teaching learners in a formal setting how to generate business ideas, evaluate ideas, evaluate alternatives with the aim of converting ideas into opportunities taking into consideration the opportunities of entrepreneur, conducting feasibility studies, writing good business plan, organizing and managing the business with passion, creativity and innovation with a vision to making a profit.

Entrepreneurship education is not just about teaching someone to run a business. It is all about encouraging creative thinking and promoting a strong sense of self-work and accountability. Through entrepreneurship education, student learns how to create a business, but they also learn a lot more,. The above views show that entrepreneurship education is rebranding education culture, as to guarantee a comprehensive educational system reengineering arising from the obvious deficiencies of the existing education system. It is aimed at equipping the students with requisite skills and capacities needed in the world of work.

In terms of the objective of entrepreneurship education, Oduma (2012), opined that entrepreneurship education is structured to offer functional education for the youth that will enable them to be self-employed and self-reliant, provide the young graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities, to serve as a catalyst for economic growth and development to offer tertiary institution graduates with adequate training in risk management to make certain bearing feasible. Also, Azuka (2016), stated that the objective of entrepreneurship education is to reduce high rate of poverty, create employment generation and reduce rural-urban migration.

Every country in the world is faced with the challenges of improving the capacity of their workforce to respond to their national development needs and to the demands of a rapidly changing, more globally competitive world. Therefore, the future success of every nation, individual, enterprise and community is highly dependent on the existence and possession of transferable skills and ideas. Ubuloom (2012), opined that entrepreneurial skills are vocational business skills, which an individual acquires to enable him function effectively in the turbulent business environment as an entrepreneur or a self-reliant. These skills include the ability to plan, organize and manage small-scale or medium scale business, source for fund for the running of a small-scale business, develop human and public relation skills, acquire the skills for effective supervision and coordinating of both human and material resources, develop the skills for effective utilization of the profit for the growth and development of the firm, apply integrating business skills, ability to acquire proprietorship and high productivity skills and to develop the broad base investment planning and implementations skills.

Omolayo (2006), listed the following assorted types of skills in which students/graduates are expected to acquire through entrepreneurship education training: innovative skills, practical skills, self-motivation skills, financial resources skills, marketing skills, time management skills, administrative skills and professional skills. Matanmi and Awodun (2005) classified entrepreneurial skills as entrepreneurship motivation, entrepreneurial skills and attributes, entrepreneurial intensions and entrepreneurial knowledge. The recognition that the indispensable role

that entrepreneurship education training plays in equipping individuals with relevant skills and knowledge hence enabling people to effectively participate in socio-economic and technological innovation process cannot be over-emphasized. Through skills development, people can better their chances of securing productive and profitable employments thereby sustainably increase income level and access to a quality life (Umunadi, 2010). From the foregoing, there is need to constantly evaluate the curriculum of undergraduate entrepreneurship education in Nigerian universities.

Evaluation of education programme is an applied method of determining the worth or value of an institution or organization. Programme evaluation has been defined as systematic process used to determine the merit or worth of a specific programme, curriculum, or strategy in a specific context (Guskey, 2000). Programme evaluation according to Omoru-Onuka (2001), determines the responsiveness of a programme clientele by answering some questions as to how it has been responsible for achieving its goals. For Scriven (2012), in Kamgbara (2017) programme evaluation has been defined as judging the worth or merit of something or the product of the process.

Statement of the Problem
Although constraints to effective implementation of the undergraduate entrepreneurship education degree programme in Nigerian Universities seem to be generally recognized, the expectation is that these universities are meant to provide their students with the opportunities to effectively train their students to acquire useful skills, knowledge, attitude and competencies needed to function effectively in the real world of work. Nevertheless, some

authorities claimed that undergraduate entrepreneurship education degree programmes offered at the Universities are faced with problems. The problems as claimed are that the objectives of the programmes in some case are not well stated and in some cases, more students than those that the facilities can cope with are admitted (Erinosho, 2005).

Given these problems which entrepreneurship education programme in Nigerian institutions are being faced with, would it still be possible for beneficiaries to have acquired the necessary skills, knowledge, attitudes and competencies needed for gainful employment? To answer this question, there is need to empirically study and ascertain these issues so as to obtain empirical data for making a value judgement about the programme.

Purpose of the Study

The purpose of the study was to determine context evaluation of undergraduate entrepreneurship education degree programmes of universities in Rivers State. Specifically, the study sought to:

1. Ascertain if the objectives of the undergraduate entrepreneurship education degree programmes of universities of Rivers States meet the standards required by the Nigerian National Universities Commission.

2. Determine whether the quality of students at the point of entry in terms of admission requirements meet the required minimum academic standards of the Nigerian National Universities Commission.

Research Questions

The following research questions guided the study.

1. How do the objectives designed to implement undergraduate entrepreneurship education degree programme universities in Rivers State meet the standard required by the National Universities Commission?

2. How do the quality of students at the point of entry in terms of admission requirement adequate and meet the required minimum academic standards of the National universities commission?

Hypotheses

The study was guided by the two null hypotheses formulated and tested at 0.05 level of significance

1. There is no significant difference in the stated objectives of undergraduate entrepreneurship education degree programmes between the Federal and State universities as specified by the National Universities Commission.

2. There is no significant difference in the quality of students in terms of admission requirements into undergraduate entrepreneurship education degree programmes between the Federal and State Universities as specified by the National Universities Commission.

Method

The study adopted evaluation research design. The evaluation research design was adopted approach because it provides qualitative and quantitative objective judgment of the nature and scope of the entrepreneurship education

currently offered in Nigerian Universities at the undergraduate level. The particular model of evaluation used in the study was CIPP developed by Stufflebeam in 1971. The population for the study consists of 1,250 respondents made up of 68 lecturers and 1,182 undergraduate students of entrepreneurship education degree programme of Rivers State university and, Ignatius Ajuru University of Education. A sample size of 375 denoting 30% of the population was randomly selected and used for the study. Two research questions and two null hypotheses guided the study. The instrument for data collection was a structured questionnaire titled" Entrepreneurship Education objective Evaluation Rating scale (EEOERS) and Entrepreneurship Education Quality of students at the point of Entry Rating scale (EEQSERS) with 14 items- statements in

all. The consistency and reliability of the instrument was assured using the test-retest method to determine the degree of reliability which yielded a correlation co-efficient of 0.72. A four point rating scale of strongly Agree (4 points), Agree (3 points), Disagree (2 points), and strongly Disagree (1 point) was used for the subsections of the instruments. Data collected were analysed using mean and standard deviation for research questions, and Z-test for the test of hypotheses.

Results

Research Questions 1

How do the objectives designed to implement undergraduate entrepreneurship education degree programme in selected Nigerian universities meet the standard required by the National Universities Commission?

Table 1: Respondents' Mean Rating on Whether the Objectives designed to Implement Undergraduate Entrepreneurship Education Degree Programme in Universities in Rivers State Meet the Standard Required by the National Universities Commission.

S/N	Items	$\overline{X}$	Sd	Remark
1.	The programme philosophy and objectives are similar to those laid down in the NUCBMAS for the programme.	3.91	1.30	Strongly Agree
2.	The programme is achieving the institution's philosophy, goals- and objectives.	3.56	1.42	Strongly Agree
3	The philosophy and objectives provide adequate direction for the lecturers to enable them produce qualified graduates.	4.31	1.35	Strongly Agree
4.	Economics education structure consist of the vision, mission, and philosophy of the university.	4.04	1.57	Strongly Agree

Table 1 Continue

5. The programme objectives are multiple and complex.	3.71	1.43	Strongly Agree
6. The programme objective is to produce teachers to teach economics education in secondary school.	3.66	1.43	Strongly Agree
7. The objectives of economics education, programme is to produce graduates who can acquire pedagogical competence to function in the classroom.	3.83	1.58	Strongly Agree
8. The philosophy and objectives of the programmes meets the NUC minimum standard	3.71	1.43	Strongly Agree
Aggregate $\overline{X}$ and SD	**3.84**	**1.43**	**Strongly Agree**

The data presented in Table 1 showed the mean and standard deviation scores of the respondents on whether the objectives designed to implement undergraduate Entrepreneurship education degree programme of River State University Port Harcourt and Ignatius Ajuru University of Education, Port Harcourt meet the standard required by the National Universities Commission.

With mean and standard deviation scores of 3.91 (1.30), 3. 56 (1.42), 4.31 (1.35), 4.04 (1.57), 3.71 (1.43), 3.66 (1.43), 3.83 (1.58) and 3.71 (1.43) which is greater than the criterion mean of 2.50, the respondents strongly agreed that the objectives of undergraduate entrepreneurship education degree of the selected Nigerian universities meet the required minimum academic standards of the National Universities Commission.

Research Question 2

How does the quality of students at the point of entry items of admission requirement adequate and meet the required minimum academic standards of the national Universities Commission?

Table 2: Respondents' Mean Rating on whether the Quality of Students at the Point of Entry in terms of Admission Requirement is Adequate and Meet the Required Minimum Academic Standards of the National Universities Commission.

S/N	Items	$\overline{X}$	Sd	Remark
9	All students enrolled in the programme meet the admission requirements.	3.55	1.33	Strongly Agree
10.	Most students that enrolled in the programme have deficiencies in their admission requirements.	3.82	1.76	Strongly Agree
11.	Sex discrimination is a deficiency in admission requirements.	3.61	2.01	Strongly Agree
12.	Credit level pass in mathematics and English are compulsory requirements for every students' admission.	3.71	1.71	Strongly Agree
13	A fresh student must obtain the departmental students' handbook.	4.31	1.83	Strongly Agree
14	Awaiting result for the senior secondary school certificate examination is enough to be admitted into the economics education degree programme.	3.82	1.76	Strongly Agree
	Aggregate $\overline{X}$ and SD	3.80	1.73	Strongly Agree

The data presented in table 2 showed the mean and standard deviation scores of the respondents on whether the quality of students at the point of entry in terms of admission requirement in River State university Port Harcourt and Ignatius Ajuru university of Education, Port Harcourt is adequate and meet the required minimum academic standard of the National Universities Commission.

With mean and standard deviation scores of 3.55 (1.33), 3.82 (1.76), 3.61 (2.01), 3.71 (1.71), 4.31 (1.83), and 3.82 (1.76) which is greater than the criterion mean of 2.50, the respondents strongly agreed that the quality of students at the point of entry in terms of admission requirement in these universities is adequate and meet the required minimum academic standard of the national Universities Commission.

Hypothesis 1
There is no significant difference in the stated objectives of undergraduate entrepreneurship education degree programme of the Federal and State universities as specified by the National Universities Commission.

Table 3: The Z-test Analysis for the Mean Rating of Lecturers and Students on the stated objectives of Undergraduate Entrepreneurship Education Degree Programmes of the Federal and State Universities as specified by National Universities Commission.

Group	N	$\overline{X}$	SD	DF	Z-cal	Z-crit	∝	Decision
Lecturers	124	1.45	0.26					
				373	-12.1	1.96	0.05	Accepted
Students	251	2.39	1.17					

From the z-test in Table 3, the calculated value of -12.1 is less than z-critical value of 1.96 at 0.05 levels of significance and 373 degree of freedom. The null hypotheses is accepted.

Hypothesis 2
There is no significant difference in the quality of students in terms of admission requirements into undergraduate entrepreneurship education degree program between the Federal and State Universities as specified by the National Universities Commission.

Table 4: The Z-test Analysis for the Mean Rating of Lecturers and Students on the Quality of Students in terms of Admission Requirements into Undergraduate Entrepreneurship Education Degree Programmes of Federal and State Universities as specified by national universities commission.

Group	N	$\overline{X}$	SD	DF	Z-cal	Z-crit	∝	Decision
Lecturers	296	1.51	0.28					
				373	-4.75	1.96	0.05	Accepted
Students	79	2.29	1.45					

From the Z-test in table 4, the calculated value of -4.75 is less than Z-critical value of 1.96 at 0.05 levels of significance and 373 degree of freedom. The null hypothesis is accepted.

Discussion of Findings
The result of the analysuis on the objectives designed to implement undergraduate entrepreneurship education degree programme of universities of Rivers State as shown in Table 1 indicates that the objectives of undergraduate entrepreneurship education degree programme of the universities are adequate and meet the required minimum academic standard of the national Universities Commission. The finding agree with the report of NUC (2014) and Ubulom (2012) which observed that the statement of objectives for the entrepreneurship education degree programme in implementing undergraduate entrepreneurship education degree programmes in Nigerian universities is adequate and no deficiency was recorded.

The test of hypothesis 1 on Table 3 indicates that there was no significant

difference in the stated objectives of undergraduate entrepreneurship education degree programmes between the Federal and State Universities as specified by the National Universities Commission. The result of the analysis on the quality of students at the point of entry in terms of admission requirement shown in Table 2 indicates that the quality of students at the point of entry in terms of admission requirement in these universities is adequate and meet the required minimum academic standard of the National Universities Commission. The result of this study is inline with the NUC stipulated admission requirements into the academic programme.

The test of hypothesis 2 on Table 4 indicates that there was no significant difference in the quality of students in terms of admission requirements into undergraduate Entrepreneurship education degree programme between the Federal and State Universities as specified by the National Universities Commission.

Conclusion
Based on the findings of the study and their discussions, it was concluded that the objectives of undergraduate entrepreneurship education degree programme and the qulity of students at the point of entry in terms of admission requirements in these universities are adequate and meet the required minimum academic standard of the National Universities Commission.

Recommendations
Based on the findings of the study, the following recommendations are made:
1. Universities offering undergraduate entrepreneurship education degree programmes should ensure that the objectives are adequately stated. This will assist the programmes implementers to work efficiently towards achieving the objectives by producing graduates who will be able to acquire the necessary attitudes, knowledge, skills and competencies in Entrepreneurship education.

2. Universities offering undergraduate entrepreneurship education degree programmes should ensure that the admission policy of the programmes is maintained. This will assist the universities to maintain the quality standards of students admitted into the programme.

3. Universities offering undergraduate entrepreneurship education degree programmes should engage the services of experts in educational evaluation to constantly evaluate and ensure that the context component of the programme is updated regularly to meet the required minimum academic standards of the National Universities Commission.

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