

EVALUATION OF THE CURRICULUM CONTENT OF UNDERGRADUATE ENTREPRENEURSHIP EDUCATION DEGREE PROGRAMME OF SOME TERTIARY INSTITUTIONS IN RIVERS STATE, NIGERIA

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Abstract

The study adopted the CIPP model of evaluation developed by Stufflebean 1971. The population for the study comprised 1380 respondents made up of 1,276 student and 104 lecturers of entrepreneurship education degree programme of some selected tertiary institutions in Rivers State. A sample size of 437 respondents was randomly selected for the study. One research question and one null hypothesis guided the study. The instrument for data collection was a structured questionnaire Titled "(CCDIUEERS) with 7-item statements. The instrument was 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 0.81. Mean and standard deviation were used to answer the research question, while z-test statistics was used to test the null hypothesis. The findings of the study revealed that the content of the curriculum design for implementing undergraduate entrepreneurship education programme of the selected tertiary institutions is adequate and meet the required minimum academics standard of the National University Commission. Based on the discussion of findings, its was recommended amongst others that tertiary institutions offering undergraduate entrepreneurship education degree programme should engage the services of experts in educational evaluation to constantly evaluate and ensure that all components of the programme meet the required minimum academics standard of the National University Commission.

Keywords: Curriculum, Curriculum Content, Evaluation, Entrepreneurship Education

Introduction

Entrepreneurship education is an educational programme that provides the students with the knowledge, skills and motivation needed to start up a small scale business. In other words, it promotes innovation or rather introduces new products or services and market strategies to the students to become outstanding entrepreneurs. Kenton and Omolayo (2006) define entrepreneurship education as an educational discipline that prepares people, especially youth to be responsible, entrepreneurial thinkers that contribute to economic development and sustainable communities. In other words, entrepreneurship education to assume the

responsibility and the risk for a business operation with the expectation of making a profit, and if it fails, he takes the loss and if it succeeds the entrepreneur will make profit (Amoor, 2008).

In another development, entrepreneurship education seeks to provide students (especially those in tertiary institutions) with the knowledge, skills and motivations to encourage entrepreneurial studies and a variety of settings (European Union Commission, 2010). The commission emphasizes that different aspects of entrepreneurship education are offered at the primary or secondary schools through graduate university programmes. In the view of Emeraton (2008), entrepreneurship education is described as that which deals with those attitudes and skills that are necessary for the individual to respond to his environment in process of conserving, starting and managing a business enterprise. Emeraton opined that opinion is based on the fact that some basic attitudes and skills are essential for an individual to respond positively to his environment and explore its potentials. This implies that entrepreneurship education prepares the individual to be properly equipped to acquire saleable skills which could be used to manage his own business or that of other persons (Oduwaiye, 2005).

Entrepreneurship education is therefore that education which assists students to develop positive attitudes, innovation and skills for self reliance, rather than depending on the government. This will in turn produce graduates with self confidence and capacities for independent thought to discover new information leading to economic development (Emeraton, 2008).

Entrepreneurship education is the type of education designed to change the orientation and attitude of the recipients and the process will equip them with the skills and knowledge to enable them start and manage a business (Agu, 2006). Agreeing with Emeraton (2008), Agu opined that entrepreneurship education aims at developing the requisite entrepreneurial skills, attitudes, competencies, and disposition that will predispose the individual to be a driving force in managing a business.

Akpomi (2009) also holds the view that entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviours, skills and attitudes in widely different contexts. Akpomi continued that this type of education is open to all and not exclusively the domain of some self-acclaimed business gurus. Akpomi concluded that these behaviours can be practiced, developed and learned therefore it is important to expose all students to entrepreneurship education.

From the foregoing, entrepreneurship education therefore, is concerned with the evaluation of an educational programme as an applied method of determining the worth or value of an institution or organization. Programme evaluation has been defined as a 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) in Kemgbara (2017) determines the responsiveness of a programme clientele by answering some questions as to how it has been responsible for achieving its goals. For Scriven

(1991) in Kemgbara (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 the problem of effective running of undergraduate entrepreneurship education degree programme in Nigeria universities seems to be generally recognized, the expectation is that these universities are meant to provide their students with the opportunities to effectively acquire the needed skills, knowledge and attitudes in entrepreneurship education so that they can function effectively in the real world of work as well as being self-employed. However, some authorities claimed that undergraduate entrepreneurship education degree programme offered at the universities are faced with problems. The problem as claimed is that the curriculum contents are poorly implemented (Okoro & Ihimekpan, 2003). Given this problem which entrepreneurship education programme in Nigeria universities is being faced with, could it still be possible for beneficiaries to have acquired the necessary knowledge skills, attitudes and competencies needed for gainful employment? In other words, how effective is the undergraduate entrepreneurship education degree programme offered in some Nigerian Universities? In order to proffer solutions to these questions, there is need to empirically investigate this issue so as to obtain empirical data for making a value judgment about the programme. Based on this premise, there is a research-based knowledge gap existing about how well the objective of undergraduate entrepreneurship education programme is achieved, in which this study will fill empirically.

Purpose of the Study

The purpose of the study was to evaluate the curriculum content of undergraduate entrepreneurship education degree programme of some Nigerian universities. Specifically, the study sought to:

1. Assess whether the curriculum contents designed for the implementation of undergraduate entrepreneurship education degree programmes of selected Nigerian universities meet the required minimum academic standards of the Nigerian National Universities Commission.

Research Question

The following research question guided the study.

1. How are the contents of the curriculum designed for implementing undergraduate entrepreneurship education degree programmes of Nigerian universities adequate and meet the required minimum academic standards of the National Universities Commission

Hypothesis

The study was guided by the null hypothesis formulated and tested at 0.05 level of significance.

1. There is no significant difference in the curriculum content of undergraduate entrepreneurship education degree programme between the

Federal and State Universities as stipulated by the National Universities Commission.

The study adopted CIPP model of evaluation developed by Sufflebeam (1971). The population for the study comprised of 1,380 respondents made up of 104 lecturers and 1,276 undergraduate students of entrepreneurship education degree programme of Rivers State University, Ignatius Ajuru University of Education, Federal College of Education (Technical) Omoku and Elechi Amadi Polytechnic. A sample size of 437 respondents consisting of 104 lecturers and 333 students was randomly selected for the study. The instrument for data collection was a structured questionnaire titled “Curriculum Content Design for Implementing Undergraduate Entrepreneurship Education Rating Scale” (C²DIUE²RS). The instrument contains 7 item statements. The consistency and reliability of the instrument was assured using the split-half method to determine the degree of reliability which yielded a correlation coefficient of 0.81. The instrument was designed on a 4 point-Likert type of rating scale with options of: Strongly Agree (SA – 4 points), Agree (A – 3 points), Disagree (DA – 2 points) and Strongly Disagree (SD 1 point). Data collected were analysed using mean and standard deviation to answer research questions, and z-test for the test of hypothesis.

Results

Research Question 1

How are the contents of the curriculum designed for implementing undergraduate entrepreneurship education degree programmes of Nigerian universities adequate and meet the required minimum academic standards of the National Universities Commission?

Table 1: Respondents' Mean rating on whether the Contents of the Curriculum designed for Implementing Undergraduate Entrepreneurship Education degree Programmes of Nigerian Universities are adequate and meet the required minimum academic Standards of the National Universities Commission

S/No.	Items		\bar{X}	SD
	Remarks			
1.	The curriculum is adequate for entrepreneurship degree programme	3.38	0.85	Agree
2.	It adequately prepare the students for their chosen profession	3.15	0.91	Agree
3.	The curriculum meets the stipulations in the NUC Minimum academic standard	3.32	0.76	Agree
4.	The curriculum equips the students with knowledge and skills to practice	3.28	0.78	Agree

Table 1 Continue

5.	The curriculum of the programme varies with levels	3.23	0.88	Agree
6.	Curriculum contents of entrepreneurship education programme of the institution have a variety of wider coverage	3.41	0.72	Agree
7.	The curriculum contents of entrepreneurship education programme of the institutions does not meet the need of the society			
	Aggregate \bar{X} and SD	3.32	0.80	Agree

The data presented in Table 1 showed the mean and standard deviation scores of the respondents on whether the contents of the curriculum designed for implementing undergraduate entrepreneurship education degree programmes of Rivers State University, Ignatius Ajuru University of Education, Federal College of Education (Technical) Omoku and Elechi Amadi Polytechnic, Port Harcourt, meets the standard required by the National Universities Commission. With mean and standard deviation scores of 3.38(0.85), 3.15(0.91), 3.32(0.76), 3.28(0.78), 3.23(0.88), 3.41(0.72) and 3.48(0.70) respectively, the respondents agreed that the contents of the curriculum designed for implementing undergraduate entrepreneurship education degree programmes of some tertiary institutions in Rivers State meets the standard required by the National Universities commission.

Hypothesis 1

There is no significant difference in the curriculum content of undergraduate entrepreneurship education degree programme between the Federal and State Universities as stipulated by the National Commission.

Table 2: The z-test Analysis for the Mean Rating of Lecturers and Students on Curriculum Content of Undergraduate Entrepreneurship Education Degree Programme between the Federal and State Universities

Group	N	\bar{X}	SD	Df	Z-cal	z-crit	α	Decision
Lecturers	104	1.21	0.23	435	-23.6	1.96	0.05	Accepted
Students	333	2.11	0.57					

From the z-test in Table 2, the calculated value of -23.6 is less than z-critical value of 1.96 at 0.05 level of significance and 435 degree of freedom. The null hypothesis is upheld.

Discussion of Findings

The result of the analysis of the curriculum content of undergraduate entrepreneurship education degree programme in selected tertiary institutions in Rivers State as shown in table 1 indicates that the content of the curriculum designed for implementing undergraduate entrepreneurship education degree programmes across the four tertiary institutions in Rivers State are adequate and meet the required minimum academic standard of the National Universities Commission. This result supports the findings of Anderson (2009) who discovered that students often encounter a sense of disappointment when they cannot apply the theories, skills and knowledge that they have learnt to real-world economic situations.

The test of hypothesis 1 on table 2 indicates that there was no significant difference in the curriculum content of undergraduate entrepreneurship education degree programme between the federal and state universities as stipulated by the National Universities Commission.

Conclusion

Based on the findings and discussion of the study, it was concluded that the content of the curriculum designed for implementing undergraduate entrepreneurship education degree programme of the selected tertiary institutions in Rivers State 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 engage the services of experts in educational evaluation to constantly evaluate and ensure that all components of the programmes are updated regularly to meet the required minimum academic standards of the National Universities Commission.
2. Universities offering undergraduate entrepreneurship education degree programmes should engage the services of experts in educational evaluation and curriculum contents of their programmes to ensure that existing course meet the current trends of employment and the need of the beneficiary and employers of labour.
3. Again, the curriculum of undergraduate entrepreneurship education degree programme should be reviewed constantly as this will assist the graduates of the programme for easy employment.

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