



LECTURER'S PERCEPTION ON THE CONTENT KNOWLEDGE SUITABILITY AND APTNESS OF ENTREPRENEURIAL EDUCATION CURRICULUM AND GRADUAND EXPLOIT FOR SELF-EMPLOYMENT IN NIGERIA TEACHER EDUCATION PROGRAMME

BY

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Abstract

Entrepreneurship Education is very vital owing to its capacity to sustain economic growth; hence, the Federal Government pays special attention to the subsector through various initiatives. This paper, therefore x-rayed lecturers' perception on the suitability and aptness of entrepreneurial education curriculum content, knowledge, and graduand exploit for self-reliance roles as embedded in the Nigerian Colleges of Education Minimum Standard blueprint. All Colleges of Education in Nigeria formed the population for the study, using a multistage sampling procedure. All Federal Colleges of Education in the South-west geo-political zones formed a sample for the study, while a purposive sampling technique was used to select Principal Lecturers and Chief Lecturers in General Studies Education (GSE) where the courses were domiciled, to form the focus group. A mixed research design was adopted. Average weighted mean was used, and themes generated from the open-ended questionnaire were coded into subthemes, nodes, and analyzed using Nvivo 11 statistics. Findings revealed that content knowledge as sequenced and packaged was inadequate and incongruous, as self-employment roles therein are just theoretical as graduates are deficient in content application. It is recommended that the entrepreneurial education content, knowledge, and self-reliance skills curriculum prescribed should cut across all Nigeria Certificate in Education level till graduation, as against the present arrangement.

Keywords: Entrepreneurial Education, Teacher Education, Graduand, Suitability and Aptness of Curriculum, Self-employment

Introduction

Entrepreneurial Education is considered a lifelong learning process that shapes competitiveness within any economy. The emphasis of entrepreneurial education is on starting, growing, and running a business. The primary purpose of entrepreneurial education curriculum is to develop in the learner's entrepreneurial capacities and mindsets which would assist graduand recognize business opportunities, mobilize resources, and exploit the opportunity for self-employment. However, In fulfillment of one of the goals of education in Nigeria as stated in the National Policy on Education (NPE, 2013), that the development of appropriate skills such as mental, physical, social abilities and competencies to empower the individual to live in and contribute positively to the

society, the Federal Government as a way of providing functional education to meet the needs, yearning and aspiration of Nigerian in global competitiveness through the Federal Ministry of Education and National Commission for Colleges of Education (NCCE) made entrepreneurship education as one of the compulsory General Studies for students in Colleges of Education nationwide as the value system has change due to transition from school to work and to earn a living.

The General Studies Education in tertiary education is designed to expose students to a variety of knowledge across disciplines. It is aimed at enabling students to appreciate the inter-relationship among disciplines in an integrated world, which is fast becoming one big village. Advances in science and

technology are daily breaking down traditional boundaries in human knowledge and communication. General Studies Education (GSE), therefore, offers the potential for bridging gaps in human knowledge, thereby preparing the students to meet the challenges of the changing world adequately. At the Colleges of Education level, the Introduction to Entrepreneurship Education GSE 224 curricula offered are aimed at empowering the graduand with appropriate approaches for self-employment, self-reliance, poverty reduction, making a viable feasibility study of a business idea, wealth creation strategies, different funding windows, digital marketing, and being equipped with fundamental business law. (NCCE, 2020)

Teacher education procedures were designed to equip prospective teachers with the content knowledge, attitude, behaviors, and skills they require to perform their tasks effectively in the classroom, school, local, and wider society. Content refers to the bodies of organized worthwhile knowledge that consist of skills, concepts, values, facts, ideas, principles, theories, generalizations, and techniques that have been accumulated over time in a particular field of study, which learners need to be exposed to in school.

Entrepreneurial Education comprises three interrelated objectives: to produce enterprising graduates, enabling graduates to become effective learners and practitioners, and to generate students who are motivated, self-driven, and prepared to start and develop successful businesses (Oyebode, 2021). Ereh, Anthony and Ikpo, (2019) and Emmanuel; Peter & (Dodo, 2020) in their separate studies established that students have not acquire basic entrepreneurial skills such as creativity, innovation, problem solving, time management skills so as to be useful to themselves, and the society after graduation, therefore, this study seek to find out the suitability and aptness of Entrepreneurship Education curriculum towards NCE graduand self-sustainable drive

Objective of the Study

The main objective of this study was to critically examine entrepreneurial education curriculum content knowledge as domiciled in the School of General Studies Education (GSE) in Colleges of Education. However, the study is guided by the following specific objectives.

- i. Find out lecturers' perception on the suitability of entrepreneurship education curriculum content knowledge for graduates acquiring self-employment skills as presented
- ii. Find out lecturers' perception on the aptness of the transacted curriculum on graduand acquisition of wealth creation skills as prescribed
- iii. Find out the causes of discrepancies between the prescribed and transacted curriculum

Research Questions

The following research questions guide the study

- i. How do Lecturers perceive the suitability of entrepreneurship education curriculum content knowledge as a tool for building self-employment capacity in Colleges of Education graduates?
- ii. How do Lecturers perceive the aptness of the transacted entrepreneurial education curriculum on Colleges of Education graduates' wealth creation skills acquisition?

Methodology

The study used a mixed research design that involved using techniques such as open-ended and structured questionnaires to obtain statistics and information about lecturers' perception on the suitability and aptness of entrepreneurship education curriculum content knowledge towards graduate entrepreneurship capacity building in self-employment and wealth creation skills. Average weighted means through structured questionnaires and thematic analysis converted into nodes from respondents' reactions to open-ended questionnaires form the basis for decision making. All academic staff in Colleges of Education in Nigeria formed the population for the study, while all Federal Colleges of Education in the South-West geo-political zones formed the sample for the study. Purposively, stratification based on School and lecturers' ranks was used to select the

School of General Studies, while Principal Lecturers and Chief Lecturers as focusing groups. School of General Studies was selected because the course is domiciled herein, while Principal Lecturer and Chief Lecturers handling the course were selected because of their accumulated wealth of experience.

Open-ended instruments titled “Perception of Lecturers on the Suitability and Aptness of Entrepreneurship Curriculum Content Knowledge”. (PLSAECCK) was used to collect data from the focus group in the Department of General Studies Education. The second instrument measures discrepancies using the average weighted mean and standard deviation. Face and content validity for the instrument was determined through

expert’s advice in measurement and evaluation. Item-by-item analysis of the questions was done to remove unnecessary questions, while the reliability of an instrument was assessed through Cronbach's alpha statistics, which shows the extent to which the results obtained from an instrument can be relied upon as the true measure. Internal consistency values were 0.72 and 0.76, respectively.

Results

RQ 1: How do Lecturers perceive the suitability of entrepreneurship education curriculum content knowledge as a tool for building self-employment capacity among the graduates of Colleges of Education?

Table 1: Summary of responses of focus group on lecturer’s perception of the suitability of entrepreneurial education curriculum content, knowledge, and graduand self-employment capacity

Respondent	content suitability	Respondents
R2	inadequate	R1
R4	unsuitable	R3
R6	not related	R8
R7	disconnected from objective	R12
R5	not practical oriented	
R9	ambiguously packaged	
R10	not adequate enough	
R11	inappropriate	
R13	not relevant	

Focus group constituent tagged R2, R4, R6, R7, R5, R9, R10, R11, and R13 perceived entrepreneurial education curriculum content knowledge in relation to graduand self-employment capacity at the Colleges of Education in Nigeria as inadequate, unsuitable, not related, disconnected from main objectives, not practically oriented, ambiguously packaged, not adequate enough, inappropriate and not appropriate respectively. However, R1, R3, R8, and R12 perceived entrepreneurial education curriculum content knowledge in relation to graduand self-employment capacity at the Colleges of Education in Nigeria as

Fig 1: Causes of discrepancies between prescribed and transacted entrepreneurial education curriculum content knowledge in Colleges of Education as perceived by the focus group

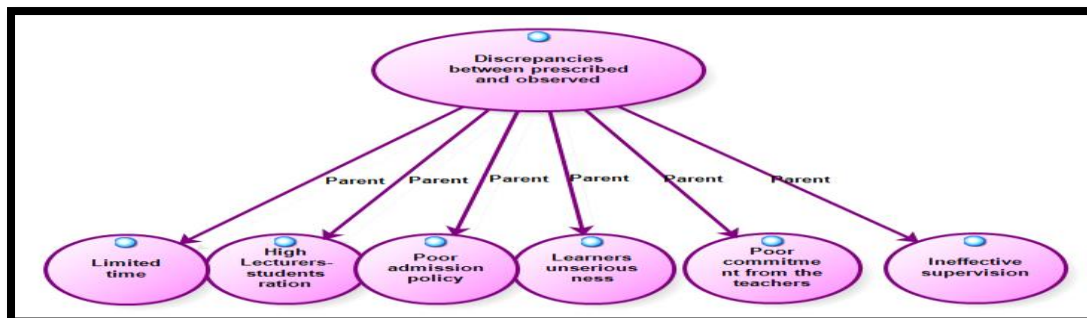


Table 2: Average weighted mean score on the suitability of the entrepreneurial curriculum content knowledge, and graduand self-employment capacity as perceived by the focus group in the Department of General Studies Education in Nigerian Colleges of Education

S/N	Suitability of entrepreneurial curriculum content knowledge as perceived by the focus group in the GSE department	Mean	Std.	Remarks
1	Entrepreneurship Education curriculum is suitable in assisting students to develop key competencies in writing a real business plan and business execution	1.39	.61	SE
2	assisting students to develop competencies in Small and the Medium Enterprises ideology framework	2.18	.69	LE
3	equipping students to develop skills in conducting feasibility study on business master plan	0.92	.53	VSE
4	providing graduates with SWOT principles in business	1.27	.66	SE
5	prepare students with technicality of e-marketing strategies	0.74	.52	VSE
6	expose student to the practical application of wealth creation	0.68	.50	VSE
7	expose student to business venture experience attachment	0.95	.54	VSE
8	equipping students with skills in creating a brand, trademark, service delivery model and intellectual property right	1.37	.63	SE
9	assist student in developing competencies in financial book keeping, final account, and bank reconciliation	2.60	.75	LE
10	expose student to business funding institutions in Nigeria	2.84	.79	LE
	Average Weighted Score	1.49		SE

Benchmark for average weighted mean scores: From 4.0 to 3.1 Very Large Extent (VLE); From 3.0 to 2.1 Large Extent (LE); From 2.0 to 1.1 Small Extent (SE), and from 1.0 to 0.1 Very Small Extent (VSE)

Table 2 revealed that 13 Principal Lecturers and Chief Lecturers are the respondents that formed the focus group, while the cumulative findings revealed that, to a small extent, entrepreneurial

curriculum content knowledge in Colleges of Education is suitable for self-employment as the mean score was 1.49, which falls within the rating scale of from 2.0 to 1.1, indicating a small extent yardstick.

RQ2: How do Lecturers perceive the aptness of the transacted entrepreneurial education curriculum content on Colleges of Education graduand wealth creation skills acquisition?

Table: 3
Summary of responses by the focus group on the aptness of entrepreneurial education curriculum content, knowledge, and graduand wealth creation capacity

Respondents	Inaptness	Respondents
R2	not closely	R1
R3	not orderly	R5
R4	unsuitable	R11
R6	not appropriate	
R7	disjointedly sequenced	
R8	deficiency in practical content	
R9	incorrect	
R10	not incompatible	
R12	incongruity	
R13	unmatched	

Focus group with code R2, R3, R4, R6, R7, R8, R9, R10, R12 and R13 perceived entrepreneurial education curriculum content knowledge towards graduand acquiring wealth creation capacity in Colleges of Education as not closely related, not orderly placed, unsuitable, not appropriate, disjointedly sequenced, deficiency in practical content, incorrect, incompatible, incongruity and unmatched respectively while on the other hand R1, R5 and R11 perceived entrepreneurial education curriculum content knowledge towards graduand acquiring wealth creation capacity in Colleges of Education as apposite, related and suitable for the accomplishment of the predetermined ideas.

Table 4: Average weighted mean scores on the aptness, entrepreneurial education curriculum content knowledge, and graduand wealth creation capacity as perceived by the focus group in the Department of General Studies Education in Nigerian Colleges of Education

S/N	Aptness of the entrepreneurial curriculum content for graduate to possess wealth creation capacity					Mean	Std.	Remarks
a.	Evaluation	of	business	ideas		2.43	.58	LE
b.	procedure	for	starting	an	enterprise	1.20	.51	SE
c.	common	problem	of	SMEs		2.24	.52	LE
d.	feasibility	study	and	study	plan	1.53	.51	SE
e.	harnessing	SWOT		principles		1.25	.50	SE
f.	final account	and	relevant	financial	documents	0.88	.44	VSE
g.	marketing			strategies		2.62	.53	LE
h.	business	regulatory	and	supervisory	laws	1.50	.52	SE
i.	Dynamism		in	e-marketing		1.90	.53	SE
j.	Business		funding	institution		2.23	.57	LE
k.	Intellectual		property	right		2.21	.56	LE
Average Weighted Mean Score						1.81		SE

Benchmark: From 3.1 to 4.0 Very Large Extent (VLE); From 2.1 to 3.0 Large Extent (LE); From 1.1 to 2.0 Small Extent (SE), and from 0.1 to 1.0 Very Small Extent (VSE)

Table 4 above revealed average weighted mean scores for all 13 respondents who are the participant and the focus group for the study. The questionnaire was designed to seek the perception of the targeted sample on the aptness of the entrepreneurial education curriculum, content knowledge, and graduates' wealth creation capacity. The results revealed that the curriculum content of Introduction to Entrepreneurship, as contained in the NCCE minimum standard, is just to a small extent appropriate to equip graduates with

wealth creation capabilities because the average weighted mean score of the small extent range stood at (1.10 to 2.00) and the average weighted mean score calculated was 1.81, which is within the small extent threshold.

Discussion of findings

The study revealed that the suitability of the entrepreneurial education curriculum content knowledge to achieve graduand self-employment capacity is just to a small extent feasible with a value of average weighted mean of 1.49 while respondents perceived the items within the course content as inadequate, disjointly sequenced and incompatible in themes and orientation as there is a disconnection between content prescribed and curriculum transacted owing to poor

supervision within and from the supervisory agencies. The findings of this study is agreement with Oyebode (2021), who established that the content and method of implementing entrepreneurship education curriculum are inadequate towards solving graduate unemployment confronting the nation. The findings of this study are consistent with the findings of Israel and Israel (2020), where it was established that the NCE curriculum is overcrowded and overloaded with activities and programmes in their core teaching subject area, hence transacted content was affected negatively. The finding of the study also aligned with Ereh, Anthony & Ikpo (2020) where it was established that despite the established roles of the tertiary institutions and emphasis by the federal government on entrepreneurship education, it seems students have not still been able to acquire the basic skills such as, creativity, innovation, and problem-solving, time management and communication skills, to become useful to themselves or the society after graduating from school. On the contrary, the finding of this study is not in agreement with Oseni (2017), who earlier reported that entrepreneurship education curriculum is adequate as it prepare graduand to acquire variety of skills that can make them to be responsible and enterprising individuals by engaging themselves in real life learning experiences where they can take risk, manage the results and learn from the outcomes.

The study further revealed that introduction to entrepreneurship content knowledge in Colleges of Education lacks practical orientation, which further buttresses earlier findings of Olorundare & David (2014) and Hafiz (2015). However Okolocha & Ifeanyi (2021) found out curriculum content were adequate for the acquisition of entrepreneurial capacities as perceived by students in College of Education in Edo and Delta State as the standard deviation of all the course titles and curriculum contents for the acquisition of entrepreneurship skills range from 0.33 to 0.96 with an overall standard deviation of 0.65 showing that the standard deviation for all course titles are

within the same range indicating that the respondents are not wide apart in their mean ratings

Focus group labelled R2, R4, R6, R7, R5, R9, R10, R11, and R13 perceived entrepreneurial education curriculum content knowledge in relation to graduand self-employment capacity at the Colleges of Education in Nigeria as not suitable because it is shallow in practical content and orientation. The respondents identify limited time with overloaded course content, instructional facilities deficit, high student-teacher ratio at the GSE unit, poor admission policy, unseriousness on the part of the learners and ineffective internal and external supervision as the causes of discrepancies between preset and transacted curriculum

The study further revealed inaptness of the introduction to entrepreneurship (GSE 224) curriculum towards graduate wealth creation capacity skills in Colleges of Education as preset. The outcome of this study substantiates the findings of Amos & Onifade (2018) and Mwinjuma, (2020), where it was established that introduction to entrepreneurship content points to many deficiencies about educators, learning environments, curriculum inappropriateness, teaching processes, and availability of instructional materials. The findings of the study also support earlier studies by Isa & Jaana (2018), where it was stated that it is a widespread knowledge that entrepreneurship education in pre-service teacher training is either absent, inappropriately and inaptly outlined or insufficiently executed. Isa & Jaana (2018) further stated that the results are quite normal because neither educators nor the current learning environments have adequate backgrounds and or infrastructures to put entrepreneurship into practice

Focus group with code R2, R3, R4, R6, R7, R8, R9, R10, R12, and R13 perceived entrepreneurial education curriculum content knowledge towards graduates acquiring wealth creation capacity in Colleges of Education as inappropriate in terms of themes and direction. The findings are in line with earlier studies by Ossai & Nwalado

(2018) where it was established that to achieve wealth creation skills, it requires actions within and outside the school system, not only content-knowledge driven. Within the school, a supportive environment needs to be created which will enable lecturers to put into practice their entrepreneurial education experience; and outside the school, mechanisms need to be put in place to facilitate the structured involvement of the entire community, businesses, social enterprises, and parents, as in-service teachers are frequently unprepared in terms of both theoretical knowledge and in-classroom experience. The findings of this study also corroborate the earlier position held by Oyeboode (2021) where it was established that there is a need to revise the entrepreneurship curricula so that they include practical application of concepts on the specifics of enterprise and entrepreneurial skills development for pre-service teachers rather than broad-based general entrepreneurship courses. This process will help distinguish between Education for Entrepreneurship that is generic and Entrepreneurship for Education that is specifics

Conclusion

The urgent need to embrace entrepreneurship education is recognized by the Government across the board, as the Nation's economy depends on new generations of entrepreneurs who must come up with ideas and make them a reality. The motive for the introduction of entrepreneurship education curriculum into tertiary education curriculum was to reinforce youth empowerment and harness graduate potential and intellectual creativity for job creation. The focus group perception on the suitability of entrepreneurship education curriculum content knowledge for graduand self-employment capacity through qualitative and quantitative approaches revealed that the curriculum content knowledge is not suitable enough as the content is deficient in themes sequencing and orientation while discrepancies exist between preset and taught curriculum owing to limited lecture hour, overloaded course content, high teacher-students ratio, poor admission policy at the

teacher training colleges, learners unseriousness, instructional facilities deficits and ineffective internal and external supervision. On the aptness of the course content to inculcate in graduates' wealth creation capacity as the core mandate of entrepreneurship education, the study discovered that the items listed on the course outline are not adequate to achieve wealth creation capacity in graduates as it must involve the institution, host community, Government, and parents

Recommendations

Based on the findings, discussion, and conclusion of the study, the following are recommended

- I. Practical application of themes, concepts, and thoughts should be incorporated into the (GSE 224) curriculum sequentially
- II. Centre for Entrepreneurship Education be established within the College to monitor the implementation of Introduction to Entrepreneurship Education (GSE 224) domiciled in the School of General Studies Education
- III. Course content of Introduction to Entrepreneurship (GSE 224) needed to be reviewed to reflect the needs of society and those of preservice teachers across levels

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