

**ASSESSMENT OF EFFECT OF INADEQUATE SKILLED MANPOWER ON THE
DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION IN THE UNIVERSITIES
OF RIVERS STATE**

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Abstract

The study assessed available Human Resources for teaching entrepreneurship education programmes in universities in Rivers State. The study adopted descriptive survey research design. One research question and one null hypothesis guided the study. The population of the study consists of all the Deans, Head of Departments, and Directors of Entrepreneurship centres in the three universities in Rivers State. The population was 175 respondents. These entire population was used as the study sample because the population was small. The research instrument used was a self-structured questionnaire developed by the researchers' based on the insight gained from the review of literature. The instrument was designed on a 4-point likert rating scale. Three experts validated the research instrument. A correlation co-efficient of 0.88 was ascertained through the Cronbach Alpha method. Data collected were analyzed using mean and standard deviation for the research question, and z-test for the null hypothesis formulated. The finding revealed that lack of sufficient skilled manpower affect the development of entrepreneurship education. It was recommended that Management Board of Universities should train and retrain business educators as well as engage the services of qualified manpower in managing undergraduate entrepreneurship education programme in universities.

Keywords: Assessment, Inadequate Skill, Manpower And 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 rights 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 (Adenuga, 2012), Agu, (2009) referred to entrepreneurship as having ability to find and evaluate business opportunities gather the necessary resources, initiate appropriate actions to ensure

success, and unemployment actions to take advantage of the opportunities for rewarding outcome Enu (2012), referred to entrepreneurship as the act of being an entrepreneur or one who undertakes innovations, finance a business in an effort to transform innovations into economic goods. This may result to new organization or may be part of revitalizing mature organizations in response to a perceive opportunity. In today's world, anybody, industry or business leader with innovative and creative business abilities is described as an entrepreneur or someone who engages in entrepreneurship (Amoor, 2008). While the entrepreneur is the person venturing into the business of organizing and managing. Entrepreneurs is the service rendered by the entrepreneur. These definitions view the entrepreneur as the person who perceives a business opportunity and takes advantage of the scarce resources to meet with unlimited opportunities profitably.

Entrepreneurship education is that aspect of education specifically designed to prepare the individual for the world of work in specific areas and to develop a level of maturity to be self-employed to manage resources and create more wealth (Emeraton, 2008). This implies that entrepreneurship education is a conscious efforts gears towards the education and development of entrepreneurship knowledge, skills and ability essential in the management of an economic venture. This implies that entrepreneurship education seeks to provide students with skills, knowledge and motivation, as well as to effect attitudinal changes necessary to encourage self-reliance through involvement in entrepreneurial activities through entrepreneurship education. In the views of Kenton & Omolayo (2006), it is a training which prepares learners to be accountable and innovative persons who become entrepreneurs, thinkers and contribute to development and sustainable communities. It provides opportunities for youths to be experienced, acquire entrepreneurial knowledge, skill and attitudes including opportunity recognition, idea creation and marshalling resources in face of risk to chase opportunities, ventures creation and operation, creativity and critical thinking.

From the foregoing, the discussion so far revealed the entrepreneurship education provides students with knowledge, skills, ability and motivation that encourage entrepreneurial success in a variety of settings. It is the process of creating something new with value, devoting the necessary time and efforts, and at these time, assuming the accompanying financial, psychological and social risk. In terms of the objective of entrepreneurship education, Pihie (2009: 112) stated that entrepreneurship education is structured to offer functional education for the youth 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 risk management, to make certain bearing feasible. Also, Wu (2008), 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 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. Shane (2008) viewed entrepreneurial skills as a vocational business skills, which an individual acquires to enable him function effectively in the turbulent business environment and be self-employed or self-reliant. These skills include the ability to plan, organize and manage small-scale or medium scale business, sources for fund for the management 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. Also apply integrating business skills, ability to acquire proprietorship, high productivity skills and to develop the broad base investment planning and implementation skills.

Similarly Zhou & Haixia (2012) listed the following assorted types of skills in which students/graduates are expected to acquire through entrepreneurship education training: it include, Innovative skills, practical skills, self-motivation skills, financial resources skills, non skills, time management skill, administrative skill and professional skills. Agreeing with Shane (2003), Oduwaiye (2005) classified entrepreneurship skills as entrepreneurship motivation, entrepreneurial skills attributes, entrepreneurial intensions and entrepreneurial knowledge. The indispensable role of entrepreneurship skills and knowledge in enabling people to effectively participate in socio-economic and technological process cannot be over-emphasized. Through skills development, people can better their chances of securing productive and profitable employments and quality life.

However, since the introduction of entrepreneurship education there is satisfactory evidence that the objectives of the programme are being satisfactorily achieved. Research evidence actually indicates that the programme is not fully developed, and that, the subjects are not being effectively taught because students do not perform well in the examination neither do graduates of the programme secure employment. This account for the obvious inefficiencies of the programme, Kenton & Omolayo (2006) identified insufficient skilled manpower as a major factor.

Carl (2008) and Aliyu (2006) asserted that effective teaching is concerned with instructional outcomes. These researchers maintained that effective learning outcome is determined by teachers' technical (academic and professional) competence and personal competence among others. Classroom management, organization and presentation of materials, personal relationship, interest in the job, classroom presence, students' participation, evaluation of students' performance were equally identified as indices of teaching effectiveness.

Akhere (2002) suggested that to enhance the quality of teaching and learning processes in business education (Entrepreneurship education inclusive), the issue of how the objectives could be achieved should be addressed. Agu (2009) recommended that business teachers are to ensure that students at all level of instruction acquire the competencies that will prepare them to become effective and productive citizen. Competencies required by business teachers were identified to include positive attitude, harmonious relationship, and mastery of teaching subject, use of appropriate methodology and instructional materials as well as promotion of image of the school. According to Ndinechi (2004), business teacher cannot hope to effectively train students for positions in business when they themselves have had insufficient training in modern business subject.

Effective development and implementation of teaching-learning process of any educational program in institution of learning for the realization of the educational objectives of any nation depends on adequate utilization of instructional facilities. In effect, one major requirement of the technical/vocational education (Entrepreneurship education inclusive) programme is that students should be trained with machines, tools, equipment and processes and infact the ¹¹⁴ ca of the work milieu of the eventual employment (Adegun & Osifila, 2008). According to Ayeduso (2009), to ensure optimum teaching and learning delivery under the best of conditions, business education (entrepreneurship education inclusive) departments are expected to be adequately and sufficiently provided with requisite instructional facilities and equipment and where the requisite teaching and learning tools are non-existence or in adequate, effective instruction may not take place. The shortage or lack of these facilities in schools as Agu (2009) pointed out implies that students will not have ample opportunity to see and manipulate them in order to acquire the skills and knowledge. Infact, the success or failure of any classroom interaction especially in practical business and entrepreneurial skills depends to a great extent on the availability and functionality of instructional equipment and facilities (Azuka; 2003).

Mmou & Olutila (2008) affirmed that instructional materials increase the rate of learning, save teachers time and efforts, increase learners interest in the subject and facilitate retention of what is learnt. The studies further stressed that the use of instructional materials by teachers give definitiveness to student's ideas, give vividness to explanations and make teaching more exact and thorough. Instructional materials are thing that appeals to more senses in learners and enhance the methodology adopted by the teachers. Umumadi (2009) highlighted the need for teachers of business education to use appropriate instructional materials to enhance their teaching effectiveness. Yadar (2007) specifically stated that the fact that business education subjects are skill subjects aimed at equipping learners with competencies for employment on graduation stresses the need for ample use of relevant instructional materials by the teachers. Supporting other writers, Tsang (2005) argued that some academic subjects could be taught without or with little

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instructional materials because, they may not require practical in real work life, business subjects could only be effectively taught with sufficient amount of them.

Hence, business education experts and teachers depend solely on the use of facilities and equipment for effective teaching of business subjects. The teaching and learning of entrepreneurship education courses which are skilled based require adequate and modern equipment if the teachers and students are to make any meaningful academic achievement (Ugwuanyi & Eze, 2008). In essence, it may be highly difficult if not impossible for a business teacher to teach keyboard mastery in typewriting or word processing without a typewriter or word processor in the typing pool or studio. Hence, Babalola (2003) advocated that it is important to make available for use the required equipment and facilities if meaningful learning in business education (entrepreneurship education inclusive) will take place. One thing is for these equipment and facilities to be available and another is for these available equipment and facilities to be functional.

In order to maintain effective teaching in entrepreneurship education programme, environment and process habit must be applied Okoro & Iyeke (2004) emphasized on the need for up-to-date facilities in the teaching of entrepreneurship education courses. He stressed further that this would enable business educators keep pace with the challenging of technology. This is important as offices are getting automated by the day. The extent of teachers' awareness of information technology will to a large extent determine the level of success or failure made in activating the objective of entrepreneurship education programme. For effective delivery of entrepreneurship education programme, Yadar (2007), stressed that the availability of teaching facilities including adequate equipment and qualified teachers using appropriate methodology are all to be given serious consideration.

Method of teaching is another crucial factors that affect the teaching of entrepreneurship education programme. Method of teaching is simply the procedure for teaching. Effective method of teaching is a systematic and coordinated pattern of imparting knowledge, skills, values etc, which must result to an obvious change in the attitude, belief and behaviour of the learners (Igboke, 2009). Effective teaching of entrepreneurship education in Nigerian Tertiary Institutions has not been absolutely successful for some times now (Owoeye & Yara, 2011). As a result, there have been various concerns on how entrepreneurship education learners after graduation meet the changing need of the society.

Statement of the Problem

There has been so much worries by parents, government and the general society that the objectives of introducing entrepreneurship education is not being satisfactorily achieved (Pihie, 2009). This has been largely attributed to the claims that entrepreneurship education development in universities is faced by a number of constraints (Gibb & Hannon, 2006). Adequate knowledge, skills and attitudes needed for effective development of entrepreneurship education in tertiary institutions in Rivers State may not have been provided. Also, lack of sufficient skilled manpower in the opinion of Enu (2012) seems not to have abated. A gap in knowledge exist, in which this research study will fill empirically.

Purpose of the Study

The purpose of this study was to assess the effect of inadequate skilled manpower on the development of entrepreneurship education in universities in Rivers State. Specifically, the study sought to:

- (1) Determine the extent to which lack of sufficient skilled manpower affect the development of entrepreneurship education in universities in Rivers State.

Research Question

The following research question guided the study.

- (1) To what extent does lack of sufficient skilled manpower affect the development of entrepreneurship education in universities in Rivers State?

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 mean rating of experienced lecturers and less experienced lecturers on the effect of lack of sufficient skilled manpower on the development of entrepreneurship education in universities in Rivers State.

Methods

The study adopted the descriptive research design. The population of the study consisted of 175 respondents. The entire population was used as the study sample size because the population was small. One research question and one null hypothesis guided the study. The research instrument used was a structured questionnaire developed by the researchers based on the insight gained from the review of related literature. The first section sought demographic information of the respondents, while the second section contain 9 item – statements. The instrument was designed on a 4 – point likert scale of Very High Extent (VHE-4), High Extent (HE – 3), Low Extent (LE – 2), and Very Low Extent (VLE – 1) points, for the research question. The instrument was validated by three experts. A Cronbach Alpha method was used to ascertain the internal consistency which yielded

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coefficient value of 0.70. The data collected were analyzed using mean statistics and standard deviation to answer research questions, and z-test to test the hypothesis.

Results:

Research Question 1

To what extent does lack of sufficient skilled manpower affect the development of entrepreneurship education in Universities in Rivers State?

Table 1: Mean and Standard Deviation on the Mean Ratings of Experienced and Less Experienced Lecturers on the Effect of Lack of Sufficient Skilled Manpower on the Development of Entrepreneurship Education in Universities in Rivers State (N = 175)

S/No.	Item Statement	\bar{X}	SD	Remarks
1..	Inadequate skilled manpower hinders entrepreneurship development	3.00	0.90	High Extent
2.	Absence of right quality teachers affects entrepreneurship development	2.70	0.86	High Extent
3..	Teachers without requisite teaching skills find it difficult to impart entrepreneurship knowledge	3.30	0.94	High Extent
4.	Poor quality teachers affect teaching and learning of entrepreneurship development	2.91	0.79	High Extent
5.	Poor quality teachers will produce half-baked entrepreneurship graduates.	2.95	0.89	High Extent
6.	Entrepreneurship education courses are not being effectively implemented.	2.89	0.88	High Extent
7..	Most entrepreneurship educators lack classroom management	2.95	0.89	High Extent
8..	Entrepreneurship graduate finds it difficult to set-up an enterprise because of lack of required skills.	2.95	0.90	High Extent
9.	Most entrepreneurship educators lack personal relationships and interest in job.	2.98	0.77	High Extent
	Aggregate \bar{X} and SD	2.95	0.87	High Extent

The data presented in Table 1 revealed that the mean scores of respondents ranged from 3.30 to 2.70 with grand mean of 2.95. Respondents assessed all the items concerning the effect of lack of sufficient skilled manpower to a high extent. Since the grand mean is 2.95, this implies that respondents perceived lack of sufficient skilled manpower as an impediment to the development of entrepreneurship education in universities in Rivers State.

Hypothesis 1

There is no significant difference in the mean ratings of experienced Lecturers and less Experienced Lecturers on the effect of lack of sufficient skilled manpower on the development of entrepreneurship education in Universities in Rivers State.

Table 2: Z-Test Analysis of the Mean Ratings of Experienced Lecturers and Less Experienced Lecturers on the Effect Lack of sufficient Manpower on the Development of Entrepreneurship Education in Universities in Rivers State

Respondents	N	\bar{X}	SD	Df	Z-cal	Z-crit	α	Decision
Experienced Lecture	103	2.81	0.60	173	-4.32	1.96	0.05	Accepted
Less- Experienced Lecturers	72	3.44	1.13					

Data on Table 2 shows summaries of scores, mean standard deviation and z-test analysis of the mean ratings of experienced and less experienced lecturers on the effect of lack of sufficient manpower on the development of entrepreneurship education in Universities in Rivers State. The calculated z-value stood

at -4.32 while the z-critical value stood at 1.96, using 173 degree of freedom at 0.05 level of significance. The calculated z-value of -4.32 was less than the critical value of z which stood at 1.96. Hence, the null hypothesis of no significant was upheld.

Discussion

The result of the analysis of research question 1 revealed that lack of sufficient skilled manpower affects the development of entrepreneurship education in universities in Rivers State to a high extent. This finding corroborates the findings of Azikiwe (2010) who identified poor quality of teachers as a major hindrance to the implementation of entrepreneurship education in Nigerian Universities. This was further supported by the research study of Igboko (2009), who discovered that business programme

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(Entrepreneurship education inclusive) has shortage of human resources. The test of hypothesis 1 on Table 2 indicates that there was no significant difference in the mean ratings of experienced and less experienced lecturers on the effect of lack of sufficient skilled manpower on the development of entrepreneurship education in Universities in Rivers State.

Conclusion

Based on the findings of the study, the researcher concluded that numerous factors affect the development of entrepreneurship education in Universities in Rivers State. The deficiency is notable in the area of lack of sufficient skilled manpower. This deficiency was discovered in the course of analyzing the effect of lack of sufficient skilled manpower on entrepreneurship education development in Universities in Rivers State.

Recommendations

Based on the findings of this study, the following recommendations were made.

- (1) Management Board of Universities should train and retrain business educators, as well as engage the services of qualified and adequate skilled manpower in developing and running the undergraduate entrepreneurship education programme in universities in Rivers State.
- (2) Lecturers of undergraduate entrepreneurship programme should adopt a more practical skills approach in teaching entrepreneurship education courses in universities.
- (3) Government should provide adequate funding to enhance the smooth and effective running of the programme.

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