

**ANALYSIS OF EFFECTS OF OVEREMPHASIS ON THEORY
DELIVERY
ON DEVELOPMENT OF ENTREPRENEURSHIP EDUCATION
IN UNIVERSITIES IN RIVER STATE, NIGERIA**

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Abstract

The study analysed effects of overemphasis on theory delivery on development of entrepreneurship education in universities in Rivers State. The study adopted the descriptive survey research design and was guided by one research question and one null hypothesis tested at 0.05 level of significance. The population for the study consists of all Deans, Head of Departments and Directors of Entrepreneurship centers in the three universities in Rivers State. This population was made up of 175 respondents. The entire population was used because it was not too large. The research instrument was a questionnaire developed by the researchers based on the insight gained from the review of related literature. The instrument was designed on a 4-point likert rating scale. It was validated by three experts. A correlation co-efficient of 0.88 was obtained through the Cronbach Alpha Method. Data collected were analysed using mean and standard deviation for research question, and z-test for the null hypothesis. The finding showed that overemphasis on theory delivery has debilitating effect on the development of entrepreneurship education in universities in Rivers State. It was recommended that lecturers of undergraduate entrepreneurship education programme should adopt a more practical skills approach in teaching entrepreneurship education courses in universities.

Keywords: Analysis, Effects, Overemphasis On Theory Delivery, Entrepreneurship Education.

Introduction

High rate of unemployment and youth restiveness are some of the salient causes of the dwindling economic situation in Rivers State (Ogwunte & Ubulom, 2017). There is, therefore the need for an educational programme that can equip youths with the right skills, attitudes, knowledge and competencies for self-reliance to be introduced. This is where entrepreneurship as a course of study comes in. Entrepreneurship is described as the process of bringing together creative and innovative ideas, coupled with management and organizational skills in order to combine people, money and resources to meet an identified need and create wealth (Carl, 2008). To Nwokolo (2012), entrepreneurship education trains the students on the ability to find and evaluate business opportunities, gather the necessary resources, initiate appropriate actions to ensure success.

Entrepreneurship education seeks to provide students (especially those in tertiary institutions) with the knowledge, skills and motivations to encourage entrepreneurial studies in 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 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's 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 attitude, innovation and skills for self-reliance, rather than depending on the government. This will in turn produce students with self-confidence and capacities for independent thought to discover new information leading to economic development (Emeraton, 2008).

The recent global economic woes of Nigeria compelled the federal government to formally adopt entrepreneurship education as the engine of the country's transformation. Though, this is so, the universities continue to turn out ubiquitous army of unemployed graduates. Pihie (2009) opined that these graduates do not possess the requisite skills, knowledge and experience for entrepreneurship due to poor state of infrastructural facilities, lack of sufficient skilled manpower, inadequate funding and overemphasis on theory delivery, all of which stand out to be bottleneck to the development of entrepreneurship education. To ameliorate the situation the federal government acting through the Nation Universities Commission (NUC) directed the universities to make entrepreneurship a compulsory course for all programmes.

However, since its commencement there is no evidence that the objective of the programme is being satisfactorily achieved. Research evidence indicates that the subjects are not being effectively taught, and neither do graduates of the

programme secure employment easily, nor able to set up their private enterprises easily. Attempting to account for the ineffectiveness of the programme, Enu (2012) identified overemphasis on theory delivery as the major factor. Overemphasis on theory delivery simply refers to the theoretical method of training potential entrepreneurs which does not include sustainable practical work as well as actual work experience in the industry (Igbinoba, 2009).

In order to achieve the objective of entrepreneurship education as stated by the European Union Commission (2010), the country is expected to train her citizens adequately to meet the challenges of the fast changing industrial technologies (Frankie-Dolor, 2007). A nation with plans or aspirations or economic development cannot afford to neglect the preparation of her human agent of production (Parnes, 1974 in Frankie-Dolor, 2007). The production of competent technical manpower depends on the successful implementation of a sound technical entrepreneurship education programme which should include sustainable practical work as well as actual work experience in the industry (Igbinoba, 2009). This implies that poorly implemented entrepreneurship education will in turn produce poor quality graduate entrepreneurs. Thus, according to Fafunwa (1969) in Akhere (2008) poorly trained teachers are to produce their own kind.

Statement of the Problem

There is considerable concern by the government and the society that the objectives of introducing entrepreneurship education as a compulsory course for all students irrespective of their major discipline in tertiary institutions are 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 available. Also, overemphasis on theory delivery in the opinion of Adenuga (2012) may also be prevalent. Under the circumstances, it would appear that entrepreneurship education may not be meeting the needs, aspirations and expectations of the society.

To address this, there is need to empirically study and determine the extent, this factor affects the development of entrepreneurship education in universities in Rivers State. This study is needed since a research in this area has been documented in respect of Rivers State. A gap in knowledge therefore exists, which need to be filled empirically through this study.

Purpose of the Study

The purpose of the study was to analyze the extent of effects of overemphasis on theory delivery has on the development of entrepreneurship education in universities in Rivers State. Specially, the study sought to:

1. Determine the extent to which overemphasis on theory delivery affects the development of entrepreneurship education in universities in Rivers State.

Research Question

The following research question guided the study.

1. To what extent does overemphasis on theory delivery 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 ratings of lecturers who are experienced and their counterparts who are less experienced on the extent overemphasis on theory delivery affects development of entrepreneurship education in universities in Rivers State.

Methods

The study adopted descriptive survey research design. The population of the study consisted of 175 respondents, which include: all Deans, Heads of Department and Director of entrepreneurship centers in the three Universities in Rivers State. The entire population was used therefore there was no sample. One research question and one null hypothesis guided the study. The research instrument used was a questionnaire developed by the researchers based on the insight gained from the review of related literature. The instrument was designed on a 4-point likert rating scale of Very High Extent (VHE-4) High Extent (HE-3), Low Extent (LE-2), and Very Low Extent (VLE-1) point, for the research question. A Cronbach Alpha method was used to measure the internal consistency which yielded co-efficient value of 0.88. The data collected were analyzed using mean statistics and standard deviation to answer the research question, and z-test to test the hypothesis.

Results

Research Question 1

To what extent does overemphasis on theory delivery 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 Business Education Lecturers on the Effect of Overemphasis on Theory Delivery on the Development of Entrepreneurship Education in Universities in Rivers State

S/No.	Item-Statements	Experience Lecturers		Less Experience Lecturers		G \bar{X}	Remarks
		\bar{X}	SD	\bar{X}	SD		
1.	There is overemphasis on theory delivery than practical teaching of entrepreneurship.	3.06	0.71	3.74	1.17	3.30	High Extent
2.	Inadequate skilled manpower affects the practical teaching of entrepreneurship education.	2.03	0.61	2.95	1.27	2.89	High Extent

Discussion

The result of the analysis of the research question on the effect of overemphasis on theory delivery revealed that overemphasis on theory delivery affects the development of entrepreneurship education in universities in Rivers State to a high extent. This finding agrees with the report of European Union Commission (2010), Nyanaba and Ahukannah (2008) and Adenuga (2012) who stated that in order to achieve the objectives of entrepreneurship education, the country is expected to train her citizens adequately to meet the challenges of the fast changing industrial technologies. The present study shows the extent each of the items of overemphasis contributes to negative effectiveness on entrepreneurship education development. The test of hypothesis indicates that there was no significant difference in the mean ratings of business education lecturers who are experienced and their counterparts who are less experienced on the extent overemphasis on theory delivery affects development of entrepreneurship education in universities in Rivers State.

Conclusion

Based on the findings of the study, the researchers concluded that many factors hinder the development of entrepreneurship education in universities in Rivers State. The deficiency has to do with the area of overemphasis on theory delivery which effects have been found to be high.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Lecturers of undergraduate entrepreneurship education should adopt more practical skills approach in teaching entrepreneurship education courses in universities.
2. Government and philanthropic organizations should support entrepreneurship development in universities by providing modern and adequate facilities for teaching entrepreneurship courses.
3. Adequate funds should be made available by the government to enhance the smooth running of entrepreneurship education programme in universities.

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