

**ENTREPRENEURIAL EDUCATION-UNIVERSITY CURRENT CURRICULUM MUST
BE RESTRUCTURED TO MEET TODAY'S EMPLOYMENT NEEDS`**

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ABSTRACT: *This study was carried out as a result of the gap that existed between the Curriculum of the first University (Joseph Ayo Babalola University) that started running the entrepreneurship degree programme from the academic session 2006/2007 on a 5 years basis for the degree of BSc. Entrepreneurship with a one year of industrial training inclusive and the NUC (the Supervisory Agency) that is responsible for supervisory role. In 2011, the body came up with a 4 year BSc. programme for the degree of entrepreneurship, while the period of industrial training with other visits to Government assisted entrepreneurship programmes as part of curriculum for Joseph Ayo Babalola University entrepreneurship curriculum was dropped. to give way to 4-year entrepreneurship programme and the period for the skill and practical training was also cancelled. As a result of this gap that brought out of me the desire to carry out the work. As a pioneer and foundation Head of Department of the department of entrepreneurship of the first University that runs a degree programme in entrepreneurship. I have vividly seen that the education authority in Nigeria designed the university undergraduates curriculum based on their own desires not on the basis of the needs of the students. This study was therefore undertaken to determine whether the entrepreneurship skills acquisition programme should be included with the current curriculum of the university undergraduates. Simple statistical tools employed were percentage ratios based on the raw data generated through the instrument of questionnaire. Analysis of the findings were carried out by employing tables, pie charts e.t.c. to interpret the results of data collected from the respondents. Discussion of the study involved, demographic response of the respondents table 1, respondents response to questions (I & ii) table 2, and table 3 where data frequencies were translated into percentages. While figures 1- 8 using broken pie charts were employed to determine their relativity in terms of findings from each of the covering areas of the research work. Also included in the discussion were sex, marital, education, and age of the respondents. On the role of entrepreneurship policies for employment generation. The paper argued that an effective entrepreneurship policy for a common entrepreneurship curriculum with practical training for the Nigerian University undergraduates is the answer or panacea that could break the element of the vicious circle of unemployment among the youth. For it could generate new jobs and create purchasing power and new economic prosperities.*

KEYWORDS: Employment generation, Undergraduate curriculum, Purchasing power.

INTRODUCTION

This paper recognized the awful absence of entrepreneurship skills and training courses in the University Curriculum in Nigeria. The study aimed to find out through research work the parameters that could be sought and that could be of importance to assist in the drafting of a common University undergraduate's entrepreneurship curriculum by the Education authority in Nigeria.

People are trainable (kiyosaki et al 2005) they can be trained to either be employees or entrepreneurs. The reason there are more employees than entrepreneurs is simply that our schools train young people to become employees. That is why so many parents say to their child; go to school, so you can get a good job. I have yet to hear any parent say, go to school to become an entrepreneur.

During the industrial age the demand for employees grew. In response the government took over the task of mass education and adopted the Prussian system, upon which most western school systems in the world are today evolved. When you research the philosophy behind Prussian education you will find out that the stated purpose was to produce soldiers and employees, people who would follow orders and do as they were told. Prussian system of education was a great system for mass production of employees. It was just a matter of training.

There has been little research done on the effectiveness of these entrepreneurial efforts, and little consistent data collection on the resources spent and who benefits. This means that it is almost impossible to analyse the quantity and quality of advice, skill training, and monitoring that is specifically targeted at or available to Nigerians. There has not been coherent body of information and research from which to draw. This work was therefore, undertaken to set a stage for further research work on this new area of study.

LITERATURE REVIEW

At Fate Foundation organization (Olofin 2013,p.38) has called for the review of entrepreneurial courses offered by universities in the country, saying they have failed in equipping Nigerian Graduates with the requisite skills to be job creators.

(Olofin 2013, p.38) while lamenting the rate of youth unemployment in the country said there was the need for university administrators to conduct regular reviews of their entrepreneurship courses to make graduates imbibe the enterprises spirit. In her words, Universities should not only focus on the theoretical aspect of entrepreneurship but should reachout to their alumni body with a view to attracting successful entrepreneurs in their rank and file to take the students through the practical aspects of becoming successful entrepreneurs.

She said, today we have so many Nigerian graduates still depending on their parents who have invested so much in their education for provision of their basic needs. Universities should prepare students for the world of market. Teaching the theoretical foundation of becoming

successful entrepreneurs in our universities is good and very important as it will help the students to understand the concept being taught.

But becoming successful as an entrepreneur is more than theory and that is why we need to look into the methodology being used in our universities. Rather than just teaching theory, successful alumni of various universities should be engaged and allowed to take the students practical aspect of imbibing the entrepreneurial mindset. And that is why there is the need for constantly nurturing engagement between the private sector and our universities.

Kuala Lumpur University, (President's Message 2013, p. not available) quoted "As in the words of Peter Drucker 'Knowledge for the most part exists only in application ' .Without application a piece of knowledge is of no use'

China, Li, Zhang and Matlay (2003) observed that by the turn of the century, there were 106 rural enterprises training centres and colleges nationwide with about 1.7 million participants trained in centres between the year, 1996-2000. Most of the programmes are short term training programmes and tailor made vocational education and training. In the early 1990's, there had been efforts to coordinate management education and training for rural enterprises by the Ministry of Agricultural. After 1990's entrepreneurship programmes at the undergraduates' levels and postgraduate levels began to emerge.

This period witnessed the launching of (i) the student business plan competition (considered a big event). (ii) the setting up of the National Entrepreneurship Research Centre in November 2000, a Graduate Venture Park and four Venture Capital funds by Tsinghua University which was soon emulated by other Universities, and (iii) the setting up of new regulations allowing University students to suspend their degree of study for up to three years for the pursuit of business venturing activities. In addition, the Ministry of Education launched a pilot scheme in 9 Universities to encourage entrepreneurship education at the undergraduate level.

RESEARCH METHODOLOGY

The research study puts two sets of analytically related research questions, through the instrumentality of questionnaire to the respondents. The first tried to find out, if the entrepreneurship skills acquisition programme could be included in the current curriculum of the university undergraduates?

While the second asked, If it would be preferable for the entrepreneurship skills acquisition programme to be left out completely from the undergraduates curriculum?

The first question seeks to establish whether it will be better, beneficial and relevant to have entrepreneurship skills acquisition or within the current education programme in Nigeria. While the second question seeks to know whether it will be necessary irrelevant for the skills to be embedded within the current 4, 5 or 6 years programme as an approved course for undergraduate study.

The study concentrated only on NYSC corps members serving in seven states of the federation. It covered national youth service state secretariats. The only main surveying instrument used was the questionnaire.

One thousand seven hundred and fifty questionnaires were administered to the respondents, but only one thousand three hundred and thirty nine were finally selected or accepted to meet the required standard of response expected time frame for the administration and collection of questionnaire from the respondents being the period of April 2012 to February 2013.

The questionnaire was designed for data collection, and the instruments was validated for adequacy using a test-retest reliability test by employing the services of the seven states NYSC secretariats which revealed a high correlation between the seven states measurements taken on the similar population at different states and different times.

It is my believed therefore, that restructuring of undergraduates' curriculum would stimulate economic development among our graduates and should inevitably provide incentives that will help new and small firms grow and thereby, provide jobs for unemployed Nigerians

Data Generated:

Table 1: Questionnaire Administered/ Demographic Response of the respondents

S/N	Location	Questionnaire	Res.	% Per.	V. % Ratio	Cum. %
1	Ogun State NYSC Secret.	250	244	18.2	18.2	18.2
2	Oyo State NYSC secret.	250	243	18.2	18.2	36.4
3	Kwara “ “	250	207	15.4	15.4	51.8
4	Ekiti “ “	250	191	14.3	14.3	66.1
5	Ondo “ “	250	189	14.1	14.1	80.2
6	Osun “ “	250	180	13.4	13.4	93.6
7	Lagos “ “	250	85	6.4	6.4	100.0
Total		1,750	1,339	100.0	100.0	

Table 2: Demographic Respondents Response:

Locati SS	Age		Gender			Marital			Q = 1			Q = 2			H N D	F. D	H. D
	R	B	M	F	B	M r	Sn	B	Y	N	B	Y	N	B			
OG 244	20 4	40	93	13 5	1 6	21	21 9	5	234	9	-	21	22 1	-	28	21 3	3
OY 243	21 4	29	10 9	12 9	5	61	16 7	1 5	222	21	3	82	16 1	3	61	17 9	3
KW 209	13 3	74	11 8	80	9	47	14 7	1 3	190	17	-	36	17 0	-	10 6	94	7
EK 191	13 4	57	89	92	1 0	31	15 3	7	173	17	14	17	17 2	14	43	45	1
ON 189	11 4	75	46	11 3	3 0	52	13 0	7	175	8	8	24	15 8	8	47	13 6	2
OS 180	11 3	67	76	86	1 8	32	14 3	4	170	8	11	16	16 0	11	32	14 5	3
LA 85	73	12	4	74	7	10	74	1	82	1	1	9	75	1	5	80	-
TO= 1, 339	98 5	35 4	53 5	70 9	9 5	25 4	1, 03 3	5 2	1,247	81	37	20 5	1,1 17	37	32 2	99 2	19

Table: 2: Shows Sources, from where data generated came from:

For the first research question, two answers were received under the heading 'Yes' and 'No' and blank response. Two answers were also received for the second research question as 'Yes' and 'No'. The answers to these questions were received from the respondents in each of the 7 states that accepted the questionnaire and the results then interpreted, using pie-chart in figures 1-7, while the pie chart figure 8 gave combined percentage results in ratio of all the 7 states

Table 3 shows percentage ratios of ‘Yes’ and ‘No’ (from Table 2) responses indicated in columns’ questions 1&2

Questionnaire	Yes	No	Yes	No
Location	A	B	C	D
OG244	96.3	3.7	8.7	91.3
OY243	91.4	8.6	33.7	66.3
KW 207	91.8	8.2	17.5	82.5
EK191	91.0	9.0	9.0	91.0
ON 189	95.6	4.4	13.2	86.8
OS180	95.5	4.5	9.1	90.9
LAG85	98.8	1.2	10.7	89.3
T=1339	93.9	6.1	15.5	84.5

In table 3:Research question (i), respondents response ‘ Yes’ is indicated in column A, while ‘ No’ response is indicated in column B. The research question (ii), respondents response ‘Yes’ is indicated in column C, while ‘No’ response is indicated in Column D.

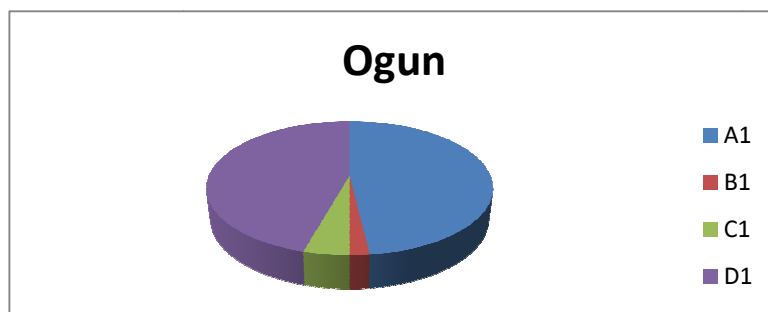


Fig 1: Ogustate Respondentss Response

For Ogun state respondents response to the research question (i) , column A were 96.3% 'Yes', while 'No' response were 3.7% in column B.

For the research question (ii) respondents response were 8.7% 'Yes' in column C while 'No' response were 91.3% in column D.

What this means is that respondents response from Ogun state support the idea that skills acquisition programme be included with the current curriculum of the University undergraduates and that the skills should not be left out. For the second research question, respondents response was emphatically 'No' to the negative research question administered to the respondents, this meant that skills training should be part of entrepreneurship major or core courses.

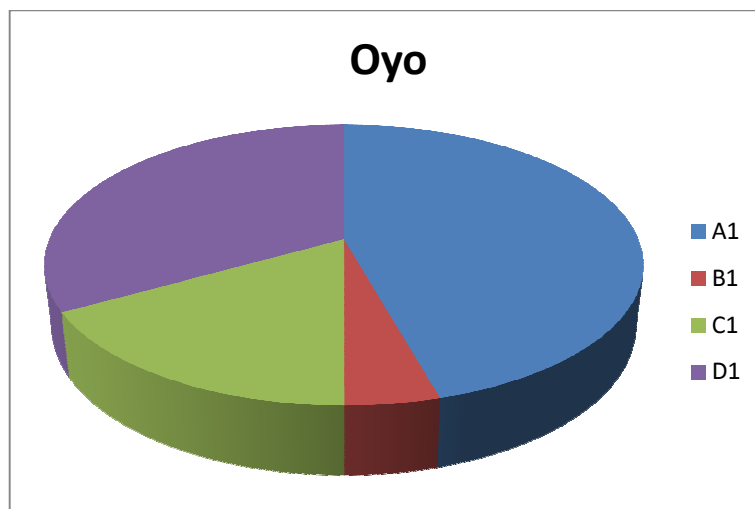


Fig 2: Oyo State Respondents

Oyo state, respondents response to the first research question were 91.4% 'Yes' in column A, while 'No' response were 8.6% in column B.

Question (ii) 'No' response were 66.3% in column D while 'Yes' response were 33.7%, in column C.

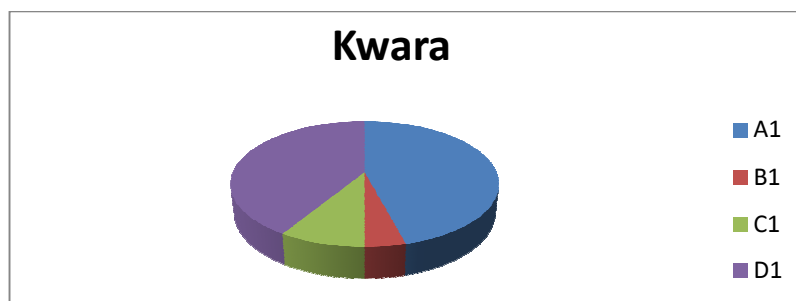


Fig 3: Kwara State Respondents

Respondents response to the first research question from Kwara state were 91.8% who said 'Yes' in column A while those who said 'No' were 8.2% in column B.

Respondents response to the second research question were 17.5%, who said 'Yes' in column C, while those who said 'No' were 82.5% in column D.

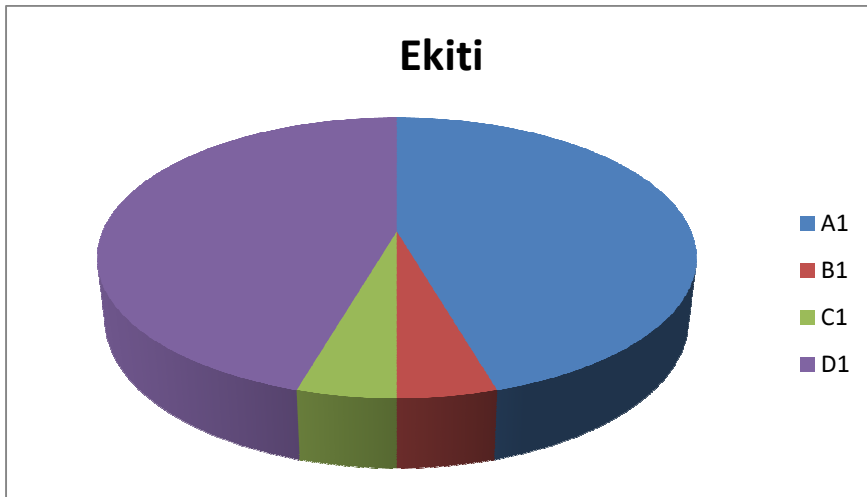


Fig 4: Ekiti State Respondents

. Respondents response to the first research question from Ekiti State were 91.0%, who said 'Yes' in column A, while those who said 'No' were 9.0% in column B.

Respondents response to the second research question were 9.0% who said 'Yes' in column C, while those who said 'No' were 91.0% in column D.

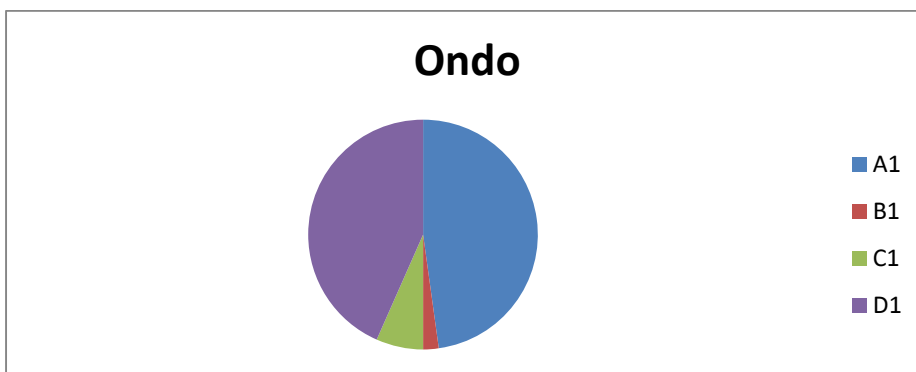


Fig 5: Ondo State Respondents

Ondo state,respondents response to the first reasearch question were 95.6% who said 'Yes' in column A, while those who said 'No' were 4.4% in column B.

Respondents response tothe second research question were 13.2% who said 'Y'es' in column C, while those who said 'No' were 86.8% in column D.

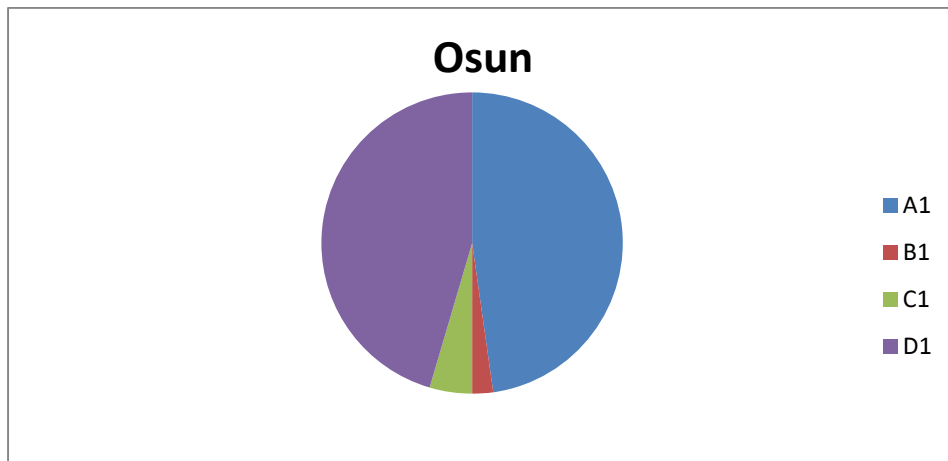


Fig 6: Osun State Respondetns

Osun state, respondetns response to the first reaserch question were 95.5% who said 'Yes' in column A, while those who said 'No' were 4.5% in column B.

Respondents response to the second research question were 9.1% who said 'Y'es' in column C, while those who said 'No' were 90.9% in column D.

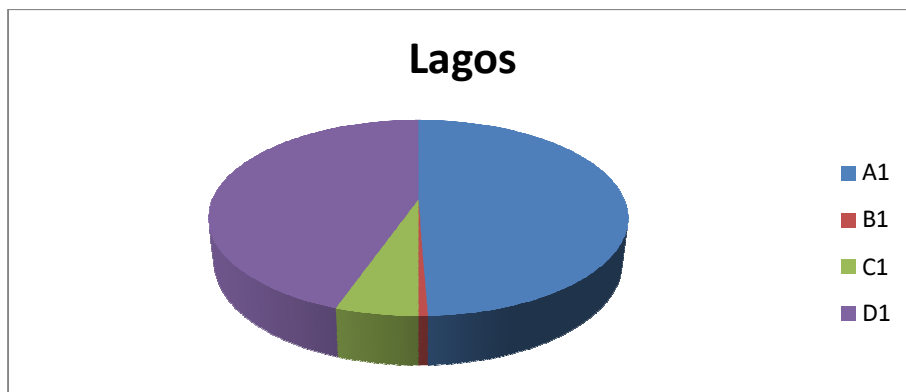


Fig 7: Lagos State Respondents

Respondents rspnse to the first research question from Lagos State were 98.8% who said 'Yes' in column A, while those who said 'No' were 1.2% in column B.

Respondents response to the second research question were 10.7% who said ‘Yes’ in column C, while those who said ‘.No’ were 89.3% in column D.

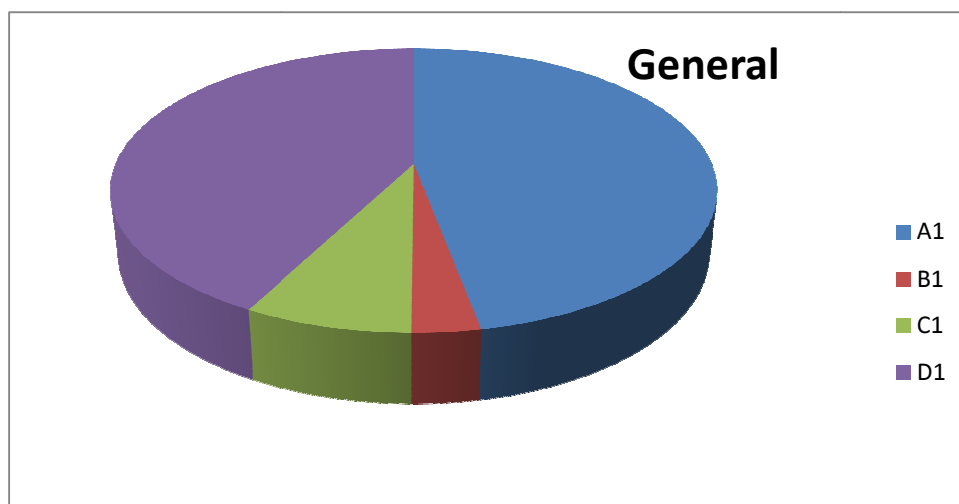


Fig 8: Seven States Combined.Data.

Respondents response to the 7 states combined data to the first research question were 93.9% who said ‘yes’ in column A, while 6.1% said ‘No’ in column B.

Respondents response of the combined data to the second research question were 15.5% in column C, while 84.5% said ‘No’ in column D,

It can be seen from the individual state that the findings indicated and pointed to the same directions as depicted through all the seven pie charts in figures 1-7.

Also the analysis of all the seven states put together in pie charts formed the combined figure 8 and it confirmed the test- retest reliability of the same findings.

Note: Symbols, A1, B1, C1 and D1 in the Pie charts in figures 1- 8 were represented in Table 3 as A, B, C, and D, as percentage ratios.

Table 4: Gender: Sex of Respondents.

Gender	Frequency	Percent	Valid %	Cumula %
Male	535	43.0	43.0	43.0
Female	709	57.0	57.0	100.0
Total	1244	100.0	100.0	

Source: Field Survey (2012/2013)

In terms of the sex of the respondents, males represented (43.0%) of the total sample, while the females constituted the highest percentage of (57.0%) of the sample.

Tables 5: Demographic Profile of Respondents as regards Courses/Disciplines.

COURSES/DISCILINES.	SCORE S	PERCENTAG E	Valid %	Cummulative Percentage
Natural sciences with related courses	275	21.1	21.1	21.1
Engineering/technology related courses	87	6.7	6.7	27.8
Agricultural with related courses	85	6.4	6.5	34.3
Urp with other related courses	62	4.8	4.8	39.1
Arts & design with other related courses	28	1.8	2.1	41.2
Law	23	2.1	1.8	43.0
Medicine with related courses	49	3.8	3.7	46.7
Management sciences with related courses	322	24.0	24.7	71.4
Social sciences with related courses	171	12.8	13.1	84.5
Education with related course	108	8.0	8.3	92.8
Humanities with related courses	95	7.1	7.3	100.0
Total	1,305	100.0	100.0	

Source: field survey (Questionnaire (2002/2013))

The above shows that greater proportion of graduates produced by our universities as represented by 24.7% read management science. This was followed by those who read natural sciences, representing 21.1% of the total sample, while those who read social sciences represented 13.1% of total sample. Those who read Arts & Design and medicine represented 1.8%, 2.1% and 3.7% respectively. According to the above generated, When the College of Social and Management

Sciences were put together the scores for the two colleges were 12.1% + 24.7% = 37.8% respectively.

Table 6: Age of Respondents' Characteristics

Selected dimension	Frequency	%	Valid %	Cumulative %
18-24	308	31.9	31.9	31.9
25-29	602	62.3	62.3	94.2
30-40	56	5.8	5.8	100.0
Total	966	100.0	100.0	

Source: Field Survey (2012/2013).

The above shows that greater proportion of the respondents are within the age range of 25-29 as represented by (62.3%) endorsed that age range. This was followed by the age range 18-24, representing (31.9%) of the total sample, while those between 30-40 represented (5.8%) of the total respondents. There were no respondents either under 18 years or above 40 years old that were represented in the survey.

Table 7: Educational qualification of Respondents

Qualification table	Frequency	Percent	Valid %	Cumulative %
HND	322	24.2	24.2	24.2
B Sc, B.A, BTech etc.	992	74.4	74.4	98.6
MSc, M.A, PhD, DSc. etc.	19	1.4	1.4	100.0
Percentage Total	=	100.00	100.0	

The above shows that (74.4%) of the respondents obtained first degree of B.A, BSc. B.Tech. etc. This is followed by (24.2%) respondents who were Higher National Diploma graduates, while respondents with MSc. PhD and DSc. were the least represented (1.4%).

Table 8: Marital Respondents Response characteristics:

Marital	Frequency	% Per.	Valid percent	Cumulative %
Married	254	19.7	19.7	19.7
Single	1, 033	80.3	80.3	100.0
Total	1287	100.0	100.0	

Source: Field Survey (2012/2013)

In terms of marital status, males' respondents that were married represented (19.7%), while females constituted (80.3%) of the sample.

Findings from this work and from other previous research workers have revealed that there is a need for the introduction of common skills training along with our current university undergraduates' curriculum. As it can be seen from table 2, the total number of respondents were 992 of fresh first degree graduates, while table 5, shows that management and social sciences were 46.8% of fresh graduates. So also are, the graduates of Education and Humanities who were 15.1%, who spent minimum of at least ten years from the secondary school to the university but without any trade or skills training to show for the period .

CONCLUSION

As a nation we need to do something about our educational system, beginning from attitudinal change. We must lead our young people to take pride in what they can do for their people rather than what is in it for me or what I can get from the nation.

It is high time people who retire from the industries be invited, even if as contract staff or visiting or part-time lecturers to our universities, especially to handle some practical course modules like entrepreneurship developed for every department. Even serving industrial academics such as Engineers, Technologists, Scientists& other professionals can be encouraged to spend sabbatical lecturing in our Universities to assist .

There is a need to increase research on entrepreneurship educationa at all levels and must ensure that whatlearners are exposed to confirms to our needs and international standard

By implication the study has shown that there is a need for both the entrepreneurship theoretical learning and practical training courses in the universities The work also revealed that the desires of the students are not well taken care of by the current university undergraduates curriculum because it was based on the theory of prussian system of education, that is to serve and work for private or government after graduation.

The work revealed also that if the need of the students are embedded within the current curriculum, the Nigerian graduates would be in position to set-up their own businesses (job creators) instead of seeking for jobs. There has never been a study that was carried out where

these categories of graduates were the respondents There has never been a study of this nature that covers seven states on the issue of a common university undergraduates curriculum in Nigeria

The study has therefore set a stage on a test- retest reliability on a research work that could be extended to more states in the federation by other research scholars. ..

The study has revealed that (93.9%) of the respondents to the research questions supported the inclusion of the skills acquisition programme with University undergraduates entrepreneurship curriculum..Besides leaving the skills training out would be unwise on the part of education authority concerned.

RECOMMENDATIONS:

That our Government should develop a definite policy and methodology for implementating a new entrepreneurship curriculum that may be developed in due course.

Project work should perhaps be the best way to allow students to have experience and thus develop the appropriate knowledge and skills.

Training of University entrepreneurship Lecturers should be from time to time, this could be the proper way of evaluating and assessing progress of the trainer and proper funding from both government and private sectors would be necessary.

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